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ABSTRACT

This final report describes the activities and outcomes of a service coordination outreach project designed to assist states in meeting their urgent needs for qualified and appropriately trained personnel to carry out their new roles as service coordinators in the provision and coordination of early intervention services as stipulated in federal and state legislation. The goals of the project included: (1) disseminate information about and adapt an effective inservice model in six states; (2) assure that parents participate fully in all aspects of the project; (3) collaborate with key state personnel in the outreach process to ensure that the state training plan builds on existing early intervention efforts; (4) adapt, develop, and disseminate material in support of training and technical assistance in service coordination that can be used after the termination of the project; and (5) evaluate the options-based training and technical assistance model and its implementation in each state. Evaluation of the project indicates the project was successful in meeting the technical assistance needs of the targeted states. Appendices include a list of project product and publications, sample dissemination activities, sample incorporation activities, and sample evaluations. (Contains 14 references.) (CR)

Pathways: Service Coordination Outreach Project

Final Report

Project Period 1995-1998

U.S. Department of Education
Office of Special Education & Rehabilitative Services
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Pathways: Service Coordination Outreach Project

Abstract

Part H of the Individuals with Disabilities Education Act (IDEA), has revolutionized the manner and practice of early intervention across the nation. Service Coordination is an essential and fundamental element of providing family-centered, comprehensive, interdisciplinary, culturally competent, coordinated care. For many, including parents and service providers working with young children and their families, service coordination is a new role requiring additional knowledge and skills. Opportunities are needed for service providers and families to enhance their knowledge and skills in the multiple and complex functions of service coordination.

The purpose of the proposed Pathways: Service Coordination Outreach Project is to assist states in meeting their urgent need for qualified and appropriately trained personnel to carry out their new roles as service coordinators in the provision and coordination of early intervention services as stipulated in federal and state legislation. This proposed Project builds on established personnel development efforts within the participating states and addresses identified needs for inservice training and continuing education for professionals who are or will provide service coordination to infants and toddlers with disabilities and their families.

Pathways will address this high priority need by working collaboratively with parents, early intervention providers, community agencies and programs, state agency personnel, and higher education faculty within six states. Although dissemination efforts will make Project information and products accessible to all states. This Project will adapt and disseminate an effective training and technical assistance model to states that is consumer-driven, context-specific, and guided by collaborative efforts among parents and professionals.

The outreach efforts will reflect the two underlying principles of the inservice model: parent-professional partnership and participant-centered training. Parent-professional partnerships will be modeled in all Project activities. Parents of young children with special needs will be hired as core staff and training consultants, and will be supported to be on state training teams, advisory committee members, and participants in the training options selected by the states. The Participant-centered principle is realized at three levels: 1) individual trainee, 2) specific training site, and 3) state. The participant-centered orientation will be achieved through tailoring experiences to meet individual state and trainee needs, offering a variety of options so they may exercise control and guidance over the content and strategies selected to gain skills and knowledge in service coordination.

Over the three years of the proposed Project, Pathways' staff will individualize its involvement with each state. Key stakeholders from each state will be brought together to develop, implement, and evaluate a State Training and Technical Assistance Plan (STTAP). States will choose from an array of training options (e.g., for-credit courses, non-credit workshops or institutes, videos, self-study course, ongoing technical assistance with Birth to Three programs) that are structured and disseminated in a manner that best suits the participants. Dissemination methods include on-site meetings and trainings and low and distance technology. The content and activities of the service

coordination training modules will be tailored to meet each state's proposed STTAP. The customizing of the training will allow each state to address the needs of infants and toddlers and their families who are from cultural, linguistic, or racial minority groups within their state or the specific site selected in the STTAP.

The Pathways: Service Coordination Outreach Project goals include:

- Disseminate information about and adapt an effective inservice model in six states selected for their diversity.
- Assure that parents participate fully in all aspects of the Outreach Project's development, implementation, and evaluation.
- Collaborate with key state personnel in the outreach process to ensure that the State Training Plan builds on existing Part H efforts and the Comprehensive System of Personnel Development.
- Adapt, develop, and disseminate materials in support of training and technical assistance in service coordination that can be used after the termination of this Project and by a broad spectrum of trainers in the six targeted states and the nation.
- Evaluate the options-based training and technical assistance model and its implementation in each state.

In collaboration with the participating states and advisory groups, a triphase evaluation plan will be implemented to measure participant (i.e., trainee, site, state) satisfaction, participant change in skills and knowledge related to service coordination, and the impact of the Outreach Project on the service coordination efforts for infants and toddlers with special needs and their families in the state.

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The Pathways Project staff express appreciation and a special thank you to the State Part H/C leadership, planning teams and collaborating staff participating in the project outreach activities who helped develop and revise the STTAPs and implement the goals and objectives outlined in those plans: **Florida, Kentucky, Idaho, Iowa, Michigan, Mississippi, New Jersey, New Mexico, West Virginia, and Wisconsin.**

We want to acknowledge and offer our gratitude to our stellar National Advisory Committee members who offered support and enriched all our activities: **Tibi Bodea, Nancy DiVenere, Bruce Eddy, Larry Edelman, Judith Holt, Joicey Hurth, William Jones, Marilyn Krajicek, Julianne Nikerson, Cordelia Robinson, Sarah Rule, William Schwab, Sally Wade, Pam Winton and Jo Yoder.**

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A final thanks goes to all the family members with young children with special needs and the hard working and dedicated service coordinators who helped us to stay relevant and guided the final outcomes of this Project.

I. Goals and objectives of the project

The Pathways Service Coordination Outreach Project began on August 15, 1995 and was successfully completed on March 31, 1999. The overall goal of the project was to assist states through the provision of training and technical assistance in meeting their need for qualified and appropriately trained personnel to carry out their roles as service coordinators in the provision and coordination of early intervention services. The Project built on established personnel development efforts within the participating states. The Project was conducted in three phases corresponding to the three years of the Project to meet its intended goals and objectives. A description of these phases follows:

Phase I: Phase I consisted of establishing relationships with key personnel from each of the participating states, defining their involvement in the project through the development of a State Training and Technical Assistance Plan (STTAP), and initiating the STTAP by selecting inservice training and technical assistance options in service coordination. Each state participated in a similar process to determine their desired training outcomes and the methods, resources, and support needed to achieve these outcomes. Additional states, regions and/or programs not originally identified expressed interest in participating in the Pathways project activities at a less intensive level than states which developed STTAPs. Training was provided based on the needs of each group.

Phase II: During the second year the ongoing implementation of the STTAP reflected a close collaborative, collegial working effort among participants, State Team members and Pathways Project staff. During the implementation and evaluation phase, all participants in trainings, State Team members, were asked to review and evaluate the inservice training activities and materials as to their usefulness and subsequent inclusion in future inservice activities. Lessons learned, comments, and suggested revisions were incorporated. The STTAP was reviewed on a regular basis.

States were brought together via conference call to share issues, strategies, and outcomes related to service coordination training from their respective STTAPs. A newsletter was developed and a national institute held to increase the discussion and dissemination of ideas related to states efforts.

Phase III: The overall purpose of Phase III during the last year of the project was to: 1) continue outreach to a state's assisting in the implementation and evaluation of their STTAP as outlined in Phases I and II; 2) finalize all service coordination training materials, making necessary revisions based on feedback, state developments in its Comprehensive System of Personnel Development plan, and developments obtained from research, best practice literature, and practical application; 3) work toward assisting states to institutionalize the training and technical assistance opportunities so that they will continue without project support; and 4) disseminate the inservice training content and materials via a range of options including the Internet World-Wide Web facilities so that all interested states have access to the service coordination information developed throughout the three years of the project.

TABLE 1, Goals and Objectives

GOAL I: Disseminate information about and adapt an effective inservice model in six states selected for their diversity.

Objective 1.1: Collaborate with the parent and professional members of the State Plan Team, State Validation Team, the State Team Advisory Group, the National Advisory team, and the Parent Advisory Review Panel to adapt the statewide options-based training and technical assistance model in service coordination.

- 1.1.1 Identify key contact person in state.
- 1.1.2 Invite appropriate stakeholders to become members of State Plan Team and State Validation Team.
- 1.1.3 Invite two representatives from each state for the State Team Advisory Group.
- 1.1.4 Convene on a regular basis in order to obtain input into the training content, activities, materials, and adaptations.

Objective 1.2: Collaborate with each state's State Plan Team to develop, implement, and evaluate the State Training and Technical Assistance Plan (STTAP).

- 1.2.1 Identify the state's priorities and select options for training and technical assistance.
- 1.2.2 Obtain input from advisory and feedback groups.
- 1.2.3 Develop STTAP.
- 1.2.4 Provide outreach based on STTAP.
- 1.2.5 Evaluate and renegotiate activities as needed based on feedback.
- 1.2.6 Use distance technology methods to maintain communication.

GOAL II: Assure that parents fully participate in all aspects of the outreach project's development, implementation and evaluation.

Objective 2.1: Provide for the participation of parents in the development and selection of training and technical assistance activities within each state.

- 2.1.1 Identify and invite parents to participate as members on all advisory and planning teams.
- 2.1.2 Provide reimbursement for expenses and honoraria to parents.
- 2.1.3 Invite parents to serve as coaches and mentors to trainees during field work experiences.
- 2.1.4 Develop and model an attitude that parents are "experts" in family life.

TABLE 1, Goals and Objectives

Objective 2.2: Foster parent and professional partnerships.

- 2.2.1 Parents will participate in every phase of model development and implementation.
- 2.2.2 Hire a parent facilitator as Pathways core staff.
- 2.2.3 Parents will be co-instructors and participants during training events.
- 2.2.4 Support parent participation through honoraria for instruction and scholarships for training events.

Objective 2.3: Assure that all materials are sensitive and responsive to the needs of parents and families.

- 2.3.1 The Parent Advisory Review Panel will review all written and visual material.
- 2.3.2 Consult with parents within state teams for appropriateness of materials used in training activities.

Goal III: Collaborate with key state personnel in the outreach process to ensure that the State Training Plan builds on existing Part H efforts and the Comprehensive System of Personnel Development.

Objective 3.1: Identify and collaborate with Part H coordinators, the Comprehensive System of Personnel Development (CSPD) staff, parents involved in the Parent Training Institutes, higher education faculty, and other state agency personnel.

- 3.1.1 Begin dialogue with key contact person within states.
- 3.1.2 Identify and recruit key stakeholders.
- 3.1.3 Invite to be members of State Plan Team.

Objective 3.2: With the assistance of the State Plan Team adapt the training and technical assistance activities and materials to build on existing personnel training efforts.

- 3.2.1 Review existing CSPD plan, current needs assessments, regulations, models and materials related to service coordination.
- 3.2.2 Review state's past inservice efforts focused on service coordination.
- 3.2.3 Develop STTAP which reflects state's accomplishments.

Objective 3.3: Set up an evaluation feedback loop to assure that the direction of the STTAP and resultant training, technical assistance, and materials are consistent with and build on existing state efforts.

TABLE 1, Goals and Objectives

- 3.3.1 Review and revise STTAP in concert with those responsible for the CSPD.
- 3.3.2 Obtain input and feedback from key stakeholders at critical decision points in the STTAP.
- 3.3.3 Incorporate feedback to insure that STTAP leads towards a more comprehensive, coordinated, and family friendly system.

Goal IV: Adapt, develop, and disseminate materials in support of training and technical assistance in service coordination that can be used after the termination of this project and by a broad spectrum of trainers in the six targeted states and the nation.

Objective 4.1: Adapt the Pathway's training materials to be sensitive to the diversity and training needs in each state.

- 4.1.1 Review existing Pathways' materials for sensitivity to the diversity reflected in the STTAP.
- 4.1.2 Utilize Pathways' materials which correspond to the options stipulated in the state plan.
- 4.1.3 Review and revise materials based on feedback from advisory groups.
- 4.1.4 Incorporate evaluations from participants into materials revision.
- 4.1.5 Share the final revisions with state personnel.

Objective 4.2: Establish and maintain an internet information site accessible through gopher and world-wide web users that contains project material.

- 4.2.1 Establish gopher and world-wide web servers.
- 4.2.2 Create a web home page and gopher table of contents to guide easy access to project materials.
- 4.2.3 Format materials for dissemination on the internet.
- 4.2.4 Utilize internet for communication with state sites.
- 4.2.5 Upload all project materials.
- 4.2.6 Develop interactive forms for answering questions and comments.
- 4.2.7 Continue to add additional resources from other sources and projects.
- 4.2.8 Evaluate the utility of the internet site through an online questionnaire.

Objective 4.3: Disseminate training materials to all appropriate persons and agencies within the six states and nationally.

- 4.3.1 Generate dissemination lists of persons and agencies within the states.
- 4.3.2 Distribute materials.

TABLE 1, Goals and Objectives

- 4.3.3 Disseminate materials nationally through presentations at state and national conferences.
- 4.3.4 Disseminate materials through state and national clearinghouses.

Objective 4.4: Explore the feasibility of and funding for the adapting of Pathways' training materials to a CD ROM.

- 4.4.1 Consult with experts about feasibility of reproducing materials for a CD ROM.
- 4.4.2 Explore additional funding sources.
- 4.4.3 Design and produce a CD ROM if funding is obtained.

Goal V: Evaluate the effectiveness of the project's training and technical assistance in effecting a change in skills and knowledge of the participants and its effectiveness in affecting practices in service coordination.

Objective 5.1: Evaluate the options-based training and technical assistance model and its implementation in each state.

- 5.1.1 Evaluate the model at the formative stage of training activities.
- 5.1.2 Evaluate the model based on its use with states, sites and individual trainees.
- 5.1.3 Evaluate impact of training on individuals.
- 5.1.4 Evaluate impact of training on statewide training and policy development in service coordination.
- 5.1.5 Disseminate evaluation information to personnel, program managers and state policy makers in early intervention.
- 5.1.6 Quantitative and qualitative methods will be used.

Objective 5.2: Provide each participating state with an annual summary report of Pathways' training and technical assistance efforts.

- 5.2.1 Generate a collaborative annual summary of training and support activities.
- 5.2.2 Distribute summary to states.

II. Conceptual framework for the project

The Pathways Project developed, adapted and disseminated a model of training and technical assistance that included training strategies, relevant content about service coordination, and associated materials. The model drew upon the systematic approach to inservice training described by Winton (1990). The model is consistent with Winton's thesis that inservice training be synergistic with practices in early intervention. She strongly advocates for training procedures to closely reflect the content of training. Thus, if the intent is to train service providers to enhance parental decision-making, trainees are also afforded frequent opportunities to make decisions and to have these supported. Training strategies and materials within this project's model made a concerted effort to maintain a central consistency between content and process of training and technical assistance. Two additional bases of the Pathways Project model were derived from early intervention practices:

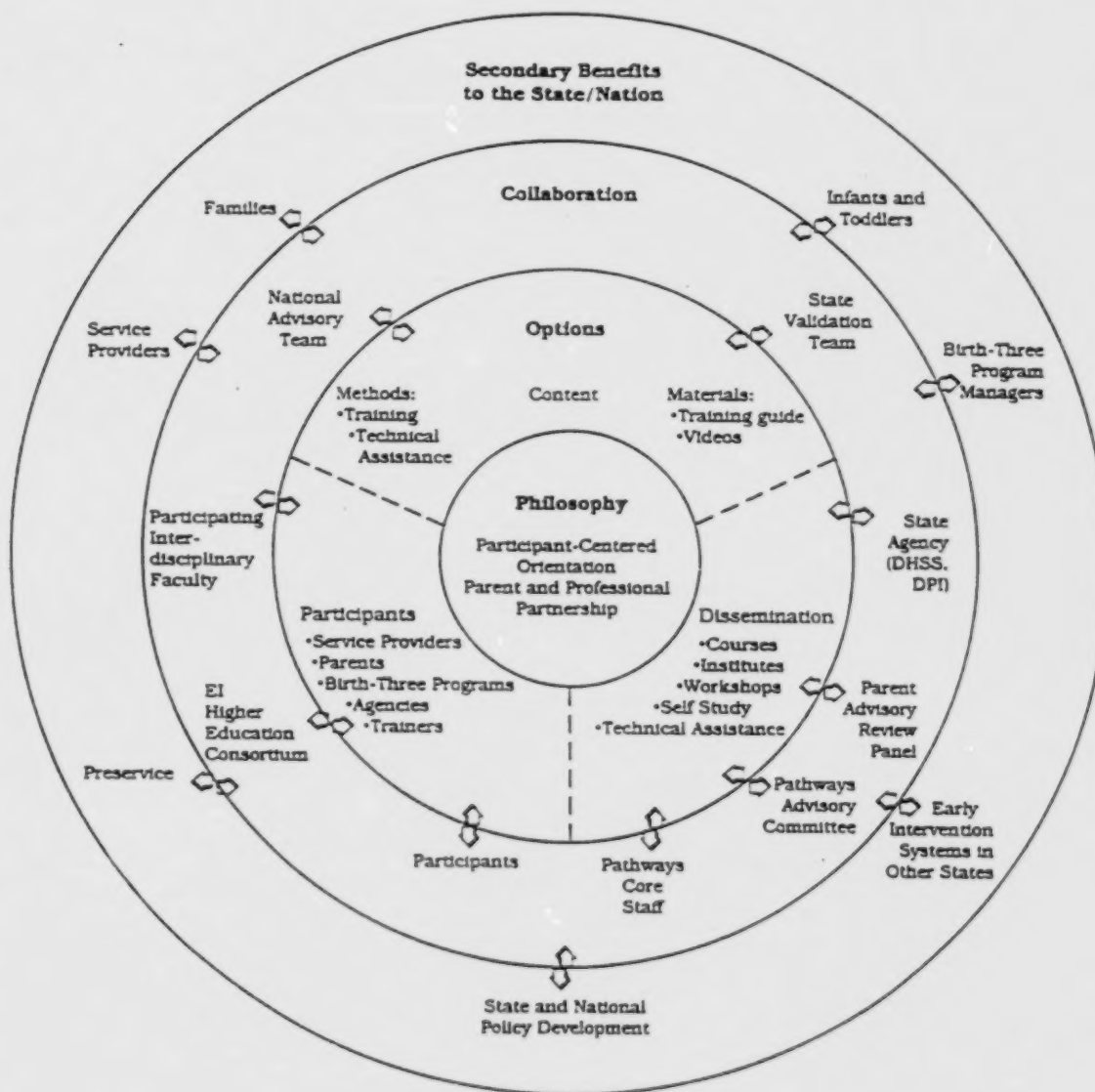
- a. The first conceptual framework upon which the training model is organized is an ecological perspective (Bronfenbrenner, 1979; Filipczak, 1994; Harbin, 1993; Peck, 1993; Trohanis, 1994). The model is conceived as open, dynamic, and options-based, promoting training adaptations based on the contexts of the participants in the training. The various contexts which in turn affect and are affected by the proposed training and technical assistance efforts include the families served, the communities and their available services, and the state with its legislated policies and administrative rules.
- b. A second conceptual basis for the training model is parent-professional partnerships (Bernheimer, Gallimore, & Weisner, 1990; Dunst, 1990; Deal, Dunst, & Trivette, 1989, Dunst, Trivette, & Deal, 1994; Fallon & Harris, 1992; Harbin, 1993; McGonigel, Kaufmann & Johnson, 1991). The transactional nature of the partnership between parents and service providers is acknowledged with each person in the relationship giving and receiving information and support.

III. Description of the model, adoption sites, dissemination activities, training activities, and incorporation activities.

At the core of the model (depicted in Figure 1 as the center circle) is the project's guiding philosophy. The participant-centered orientation was achieved through tailoring experiences to meet individual state, site and trainee needs, offering a variety of options so that they exercised control and guidance over the development of the State Training and Technical Assistance Plan (STTAP) and the trainee's learning outcomes. By making sure that participants had a direct say in the format and content of training, a reciprocal relationship was established between those receiving and providing the training opportunities. This reciprocal relationship mutually benefitted core project staff, State Team members and training participants in developing the most effective training and technical assistance strategies and materials.

Figure 1.

Pathways: Service Coordination Inservice Project Model



Parent-professional partnerships were fostered through the employment of parents as staff and consultants, the development of parent and professional State Teams in the development and implementation of the STTAP, promoting and supporting parents and service providers as participants in training and field experiences, and the inclusion of parents and professional teams in all project activities. Parents were viewed as experts in their own right on the needs of families and children. Their participation in the design, planning and implementation of project activities helped assure that all materials and training practices fully recognized the critical, varied, and changing roles that parents play.

A variety of training and technical assistance options (depicted as the second concentric circle in Figure 1) were developed consistent with project's ecological perspective. There are at least four major questions that were addressed when selecting options in the development of the STTAP: 1) what were the intended outcomes or goals for training and technical assistance? 2) who were recipients of training and technical assistance within the state? 3) what was the content, methods and materials used in the training and technical assistance activities? and 4) how could the training and technical assistance can be adapted for and disseminated to participants?

Collaboration (the outer two circles of Figure 1) was the process that drove the Pathways Project training and technical assistance model. Project structure acknowledged the bi-directional flow of information and resources into and out of the project (see Figure 1). Information flowed into the model from parents and professionals on the State Team, training participants, ICC members, state and lead agency representatives, interdisciplinary faculty in early intervention and Pathways' core staff. Information related to the service coordination content, activities, and materials was effected by this input, revised and flowed out again to those involved. Regular meetings were held with the key stakeholders from each state to maintain frequent and ongoing communication.

The reciprocal nature of the collaboration allowed the project to have impact beyond those directly enrolled in the inservice activities. The project provided information for state level policy makers, program administrators and higher education faculty. Influencing these three will allowed for a statewide systems impact.

Adoption Sites.

Pathways staff worked with a total of 14 states directly; 8 states developed and implemented STTAPs (Florida, Kentucky, Idaho, Mississippi, New Jersey, New Mexico, West Virginia, and Wisconsin) and in an additional six states, Pathways provided training or technical assistance related to specific requests (Michigan, Iowa, Illinois, Alabama, Colorado, Virginia). Table 2 highlights major state activities.

Technical assistance was tailored to meet the express needs of the STTAP. TA fell into two categories; 1) that which was intended to address issues related to training content, materials and resources, trainer of trainers; and 2) that which related to policy and systems level issues such as outcomes of effective service coordination (Idaho) for the purpose of statewide monitoring and evaluation or performance competencies (Mississippi) used for hiring, performance review and

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
Florida	On-site STTAP Development	September 25 & 26, 1996	33 hrs	Tallahassee	N/A	8
	Preconference Planning	December 17, 1996 January 10, 1997 January 23, 1997 February 3, 1997	8 hrs x 2	Teleconference	N/A	22
Idaho	Teleconference	December 2, 1996 December 17, 1996	2 hrs x 2 2 hrs	Teleconference	N/A	4
	On-Site TA - Outcomes and Indicators of Effective Service Coordination	March 4 & 5, 1997	23 hrs x 2	Boise	4.0*	30
	Follow-up TA through teleconference	April 30, 1997 September 24, 1997 October 15, 1997 October 21, 1997 December 9, 1997 February 2, 1998	25 hrs x 2	Teleconference	N/A	6 6 6 4 4 10

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
Idaho	Idaho Infant Toddler Program, Outcomes of Effective Service Coordination - Implications for Training	July 9 & 10, 1998	30 hrs	Boise	N/A	25
	Survey of Regional Training Needs	November 1998-February 1999	30 hrs	Teleconference	N/A	30
	Service Coordinationators Training of Trainers	March 10 & 11, 1999	60 hrs	Boise	N/A	35
Kentucky	Training of Trainers	February 18 & 19, 1997	38 hrs x 2	Louisville	Average Score: 3.60*	20
	Training of Trainers	April 15 & 16, 1997	38 hrs x 2	Louisville	Average Score: 3.59*	20
	Preconference Planning	April 14, 1998 June 26, 1997	12 hrs 6 hrs	Teleconference	N/A	4
	5 th Annual Infant Toddler Conference - Keynote - Taking Care of Yourself	July 30 & 31, 1997	20 hrs 16 hrs	Lexington	N/A	250 80

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
Mississippi	On-site STTAP Development	June 4, 1996	30 hrs	Jackson	N/A	10
	Early Intervention Service Coordination Conference - Family Assessment - Taking Care of Yourself	December 11 & 12, 1996	25 hrs	Jackson	4.50** 4.65**	38 48
	TA on Competency Development	January 1997- January, 1998 (6 conference calls)	40 hrs	Teleconference	N/A	3
New Jersey	Special Task Force on Service Coordination Training	April 9 & 10, 1996	90 hrs	Trenton	N/A	7
	NWNJREC Collaborative Trainers	April 11, 1996	26 hrs x 2	Flanders	4.4**	15
	Special Task Force on Service Coordination Training	May 20, 1996	34 hrs	Princeton	Princeton	10

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Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
New Jersey	Special Task Force Meeting and Training of Trainers	July 26 & 27, 1996	46 hrs x 2	Princeton	Average Score: 3.45*	12
	Special Task Force and Training of Trainers	September 17 & 18, 1996	32 hrs	Princeton	N/A	10
	Training of Trainers	October 7, 8, & 9, 1996	15 hrs x 2	Teleconference	N/A	5
	Service Coordination: Key to Early Intervention - Training #1 "Taking Care of Ourselves...Taking Care of Each Other"	October 15, 17, & 18, 1996	73 hrs x 2	Convent Station Spring Lake Sewell	Average score across 3 locations: 3.30*	170
	Special Task Force and Training of Trainers	November 12 & 13, 1996	31 hrs	Princeton	Average Score: 3.45*	10
	Training of Trainers	January 28, 1997	15 hrs	Princeton	N/A	7

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Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
New Jersey	Service Coordination: Key to Early Intervention - Training #2 "Partnerships in the IFSP Process"	March 11, 13 & 14, 1997	73 hrs x 2	Buena Edison Convent Station	Average score across 3 locations: 3.40*	146
	Training of Trainers	March 20, 1997	15 hrs	Princeton	N/A	8
	Special Task Force Meeting	April 1, 1997	20 hrs	Princeton	N/A	8
	Special Task Force Meeting and Training of Trainers	May 20, 1997	32 hrs	Princeton	N/A	8
	Service Coordination: Key to Early Intervention - Training #3 "Partnerships in the IFSP Process: Building Healthy Teams"	June 2, 4, & 6, 1997	73 hrs x 2	Convent Station Buena Edison	Average score across 3 locations: 3.09*	109
	Special Task Force Meeting	July 2, 1997	20 hrs	Princeton	NA	8
	Special Task Force Meeting	October 14, 1997	20 hrs	Princeton	N/A	10

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
New Mexico	On-site STTAP Development	March 29, 1996	26 hrs x 2	Santa Fe	N/A	3
	On-site Meeting/Agenda Setting	October 29 & 30, 1996	32 hrs x 2	Santa Fe	N/A	7
	Lifespan Service Coordination - Case management	May 7 & 8, 1997	40 hrs x 2	Albuquerque	Average Score: 2.96*	50
West Virginia	STTAP Development	February 3, 1997 February 14, 1997	2 hrs	Teleconference	N/A	1
	Training of Trainers	May 14 & 15, 1997	38 hrs x 2	Morgantown	Average Score: 3.19*	54
Wisconsin	STTAP Development including meetings with State Advisory Committee	December 12, 1996 May 17, 1996 July 10, 1996 July 24, 1996 September 18, 1996 November 24, 1996 January 8, 1997 January 30, 1997 February 7, 1997	14 hrs	Madison	N/A	1-15

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time Involved	Location	Evaluation	Participants
Wisconsin	Service Coordination Inservice	February 1, 1996	25 hrs	Eau Claire	3.44**	20
	Outagamie County Staff Development	January 30, 1996	20 hrs	Appleton	4.44**	11
		July 25, 1996			4.60**	13
	Development of a Statewide Service Coordination Organization	August 15, 1997	20 hrs	Madison	N/A	15
		December 5, 1997	30 hrs	Madison		10
		January 16, 1997	10 hrs x 2	Madison		8
		February 4, 1998	4 hrs	Teleconference		6
		May 29, 1998	16 x 2	Wisconsin Rapids	3.76*	45
		September 25, 1998	6 hrs	Portage		8
		November 12, 1998	6 hrs	Madison		6
		January 21, 1999	8 hrs	Madison		5
		March 4, 1999	8 hrs	Madison	3.35*	8
		April 16, 1999	16 x 2	Wisconsin Rapids		40
	Southeastern Region Service Coordinators Networking Meetings	March 19, 1996	20 hrs	Wauwatosa	3.38**	35
		April 16, 1996	20 hrs		4.30	24
		June 11, 1996	20 hrs		4.17	15
		July 9, 1996	20 hrs		4.21	21
		October 1, 1996	20 hrs		3.95	30
		November 26, 1996	20 hrs		3.64	23
		October 7, 1997	20 hr		N/A	28

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

Table 2, Major State Activities (August 1995 - March 1999)

State	Activity	Date	Time	Location	Evaluation	Participants
Wisconsin	Southern Region Service Coordinators Networking Meeting	October 22, 1997	18 hrs	Waunakee	N/A	24
		January 28, 1998	18 hrs	Madison	N/A	30
		September 28, 1998	15 hrs	Madison	N/A	35
		May 6, 1998	15 hrs	New Glarus	N/A	34
	Development of Statewide Orientation for Service Coordinators- planning & development	November 13, 1997	15 hrs x 2	Madison	N/A	8
	Orientation to Early Intervention Service Coordination	December 4, 1997	20 hrs x 3	Milwaukee	4.28**	21
		January 8, 1998	10 hrs x 3	Milwaukee	4.44**	16
		April 21, 1998		Wisconsin Rapids	4.26**	29
		May 21, 1998		Teleconference	3.36**	
		April 15, 1999		Wisconsin Rapids	4.46**	26
		May 27, 1999		Teleconference	N/A	
	Birth to 3 Program Supervisors Support & Networking Meeting	June 2, 1998	24	Deforest	3.55*	29
		December 3, 1998	12	Wisconsin Rapids	N/A	42

*Scale: 1=Not Accomplished to 4=Completely Accomplished, **Scale: 1=Not Accomplished to 5=Completely Accomplished, N/A=Not Available

training goals. Additionally, Pathways staff worked with a state's regional training or technical assistance providers. For example, New Jersey, Mississippi, New Mexico and Kentucky have systems of regional collaboratives or supervisors who provide support and technical assistance to early intervention providers in their area. Pathways staff worked with the technical assistance and support staff at the regional level who then made training, materials and practices available to local providers.

Training was provided both as part of the STTAPs, but additionally to others who requested onetime or short term activities from Pathways staff. Table 3 summarizes these activities as well as other presentations that were not part of STTAPs. Each STTAP selected sites or a group of participants that they wanted to target for intensive training and technical assistance in service coordination. Pathways staff offered: training related to service coordination in areas specified by the site; a forum for problem-solving issues - personal and programmatic- for service coordinators; information about how other programs address issues and develop approaches to service coordination; and resources and materials related to the service coordination needs of the site. Training was offered in a variety of formats consistent with the principles of adult learning. For example, a statewide orientation for new service coordinators was expanded to include a follow-up day that allowed time to practice and then process field-based experiences with peers.

Another area that emerged as an important element of training was the quality and intensity of supervision and the potential for reflective practice techniques with supervisors, mentors and peers to impact the quality of service coordination. Discussions were initiated with several state teams (ID, WI, MS, NM) about integrating these types of opportunities into their personnel preparation strategies.

Training Content: The content, methods and materials used were informed, adapted and refined over the course of the project. The major content components included: 1) personal skills needed by service coordinators, such as, communication on a one-to-one, team and interagency level, conflict management, taking care of yourself, and change agent skills; 2) service coordination knowledge and skills related to the Part C of IDEA, models of service coordination, resources versus services, funding; 3) knowledge and skills related to the seven functions of service coordination; and 4) parents and providers as partners in co-service coordination.

Dissemination of training and technical assistance was accomplished through a variety of conventional and innovative techniques. The project drew upon multiple on-site and distance technology training and technical assistance options. Over the three years of the project, states chose from a variety of options for adapting and disseminating training and technical assistance in service coordination. Some of these options included:

- one or two day workshops, institutes, or interactive training;
- trainer of trainer curriculum development and training (NM, KY, NJ, ID; WV);
- a self-study curriculum (NJ, Appendix A);
- multi-site interactive video and audio training (IO);
- topic specific teleconference discussion groups with participating states and invited "experts";

Table 3, State, Multi-State and National Presentations
(Activities from August 1995 - March 1999)

Conference/Meeting and Presentation Title	Location	Date	Number
Wisconsin Head Start Conference •Service Coordination and Parent Involvement	Eau Claire, WI	September, 1996	30
Case Management Conference •Caring for Ourselves	Oshkosh, WI	May, 1996	50
Creative Collaborative Care Birth to Five Collaborative Conference •Videos, Vignettes & Stories: Meaningful Ways to Learn and Practice New Skills	Stevens Point, WI	August, 1996	35
Combined Meetings/NEC*TAS •Family-Centered Services/Service Coordination: Improving the Process	Washington, DC	November, 1996	60
International Parent to Parent Conference •System Change: Roles for Parents in Educating Professionals	Albuquerque, NM	March, 1996	40
Pathways Training Institute on Early Intervention Service Coordination	Madison, WI	June, 1996	57
Innovations in Early Intervention	Cromwell, CT	November, 1996	35
Zero to Three, Eleventh National Training Institute •Parent and Professional Partnerships: Creating a New Alliance •A Curriculum to Enhance Competencies in Early Intervention Service Coordination: A Description of Content and Process	Washington, DC	December, 1996	50 50

Conference/Meeting and Presentation Title	Location	Date	Number
International Early Childhood Conference on Children with Special Needs, DEC 1996 •Knowing What You Want: Self-Assessment as a Tool for Individual Learning •Caring for Others Begins With Taking Care of Ourselves •Everything You Ever Wanted to Know about Early Intervention Service Coordination: A Curriculum to Enhance Competencies (poster session)	Phoenix, AZ	December, 1996	80 80 50
Pathways Service Coordination Project Networking Teleconference •Competency Development in Early Intervention Service Coordination	National Teleconference	March, 1997	23
Pathways Service Coordination Project Networking Teleconference •Competency Development in Early Intervention Service Coordination: A Continued Discussion	National Teleconference	April, 1997	16
Eleventh Annual Gulf Coast Conference on Early Childhood •Conflict... It Doesn't Have To Be Bad	Point Clear, AL	May, 1997	35
Whitewater Class •Transitions in Early Intervention	Whitewater, WI	May, 1997	15
Seventh Annual Illinois Faculty Development Institute in Early Intervention •A Curriculum to Enhance Competencies in Early Intervention Service Coordination: A Description of Content and Processes	Oak Brook, IL	June, 1997	120
Early Childhood Summer Institute •Early Intervention Service Coordination: Roles, Boundaries and Partnership in the IFSP Process	Boulder, CO	June, 1997	38

Conference/Meeting and Presentation Title	Location	Date	Number
Pathways Second Annual Summer Institute •Emerging Trends and Issues in Early Intervention Service Coordination	Madison, WI	June, 1997	70
Iowa Early Childhood Special Education 1997 Summer Institute •Early Intervention Service Coordination: Roles, Boundaries, and Partnerships in the IFSP Process	Ames, IA	June, 1997	35
Iowa Early Childhood Special Education 1997 Summer Institute •Transdisciplinary Teaming	Ames, IA	June, 1997	50
Colorado Early Childhood Summer Institute •Early Intervention Service Coordination: Roles, Boundaries, and Partnerships in the IFSP Process	Arvada, CO	June, 1997	38
Kentucky Infant/ Toddler Pre-Conference Day Keynote Presentation	Lexington, KY	July, 1997	250
Birth to Five Collaborative Conference •Family Involvement: The Full Spectrum	Madison, WI	August, 1997	30
Early On Upper Peninsula Regional Institute •A Sampling of Ideas and Strategies in Early Intervention Service Coordination	Marquette, MI	September, 1997	34
WAPC Conference •Transitions Planning to Serve Infants and Families - A View of Real Life Experiences •Caring for Others Begins with Taking Care of Ourselves: An Experiential Workshop	Appleton, WI	September, 1997	25 30
Pathways Service Coordination Project Networking Teleconference •Competency Development in Early Intervention Service Coordination: Orientation and Training of Service Coordinators	National Teleconference	October, 1997	15

Conference/Meeting and Presentation Title	Location	Date	Number
International Early Childhood Conference on Children with Special Needs, DEC 1997 •Outcomes of Effective Service Coordination: A Poster Presentation •Caring for Others Begins With Taking Care of Ourselves	New Orleans, LA	November, 1997	35 85
Wisconsin ETN Conference •Communication Skills in Young Children with Down Syndrome: Lessons from the literature and implications for practice	Madison, WI	November, 1997	35
International Early Childhood Conference on Children with Special Needs •Caring for Others Begins with Taking Care of Ourselves: An Experiential Workshop	New Orleans, LA	November, 1997	30
Pathways Service Coordination Project Networking Teleconference •Competency Development in Early Intervention Service Coordination: The Gap Between Reality and Best Practice	National Teleconference	February, 1998	15
Part H Meeting •Opportunities for Enhancing Service Coordination Training	Washington, DC	March, 1998	35
Interactive Video Teleconference Key Note Presentation •Family-Centered Care Coordination	Denver, CO	March, 1998	175
1998 Seventh Annual Conference National Association of Pediatric Home and Community Care, "Children with Special Needs: Exploring the Continuum" •Connecting with Families, Getting Families Connected	Chicago, IL	April, 1998	25
International Parent to Parent Conference •Caring for Others Begins with Taking Care of Ourselves: An Experiential Workshop	Atlanta, GA	May, 1998	90

Conference/Meeting and Presentation Title	Location	Date	Number
Alabama Department of Mental Health and Mental Retardation Region III Spring Conference, Yesterday, Today and Tomorrow Learning from the Past, Planning for the Future •Early Intervention (A Slice)	Gulf Shores, AL	May, 1998	95
Pathways Third Annual Summer Institute •Outcomes of Effective Service Coordination: Making it Happen	Madison, WI	June, 1998	57
Families of SMA, 1998 Family and Professional Conference: On the Road to a Cure •Caring for Others Begins with Taking Care of Ourselves: An Experiential Workshop	Denver, CO	July, 1998	80
Early Intervention/Early Childhood Summer Institute •Setting Boundaries, Time Management, Giving & Receiving Feedback, Taking Care of Myself	Williamsburg, VA	August, 1998	110
Pathways Service Coordination Project Networking Teleconference •Competency Development in Early Intervention Service Coordination: Para-professionals in the Service Coordination System	National Teleconference	September, 1998	16
International Early Childhood Conference on Children with Special Needs, DEC 1998 •Team Building on a Shoestring	Chicago, IL	December, 1998	25

- a project newsletter that shared information and issues around the country (Appendix B);
- an international institute each year of the project focusing on current trends and issues in service coordination; (Appendix B)
- a service coordination organization (WI, Appendix C);
- regional meetings for direct practitioners (WI);
- a website www.waisman.wisc.edu/earlyint/pathways that included project activities and materials (Appendix A);
- statewide networking and support meetings for program supervisors (WI, Appendix C);
- support to a correspondence course developed by Pathways;
- presentation of project findings and materials at national meetings (Table 3).
- materials developed to support the work of this project (See Appendix C for summaries)
- system-level outcomes and indicators of effective service coordination for ongoing system evaluation (ID, Appendix C);
- system-level performance competencies for service coordinators to guide hiring, evaluation and training priorities (MS).

In addition to direct contact with states, programs and individuals, Pathways staff responded to inquiries for information and materials via correspondence, website contacts, phone calls and e-mail on a regular basis.

Incorporation activities that were initiated during the course of this project and have continued as of this final report include:

- a self-assessment for service coordinators referenced to available resources for enhancing skills and knowledge in identified areas (WI, Appendix B);
- a two-part orientation training developed for service coordinators entering early intervention (WI-CSPD);
- a service coordination organization and newsletter (WI, Appendix B);
- regional meetings for direct practitioners (WI-CSPD);
- a website www.waisman.wisc.edu/earlyint/pathways that included materials and ordering information (Appendix C) ;
- support to a correspondence course developed by Pathways;
- marketing and a system to disseminate materials developed to support the work of this project;
- curriculum materials available to preservice faculty to influence training before students reach the field (Appendix C);
- use and adaptation of project materials nationally and internationally (materials have been used in Puerto Rico, American Samoa and Luxembourg).

IV. Methodological or logistical problems and how they were resolved, including any departures from original objectives or planned activities

The Pathways Project has successfully met the goals and objectives proposed in the initial proposal. Over the three years of the Project each goal and objective was achieved although there were a few instances where timelines or decisions were altered. In general, alterations were made due to the formative feedback and evaluation findings.

In the first Annual Performance Report two changes from the original proposal were discussed and subsequently implemented: 1) each state's advisory groups and how they were constituted, and 2) increasing the number and type of involvement with participating states. Congruent with Pathway's individualized approach to meeting states' needs for training and technical assistance, the level of involvement varied from state-to-state based on the states' desired needs and outcomes. Pathways decided to involve more states than proposed in the original grant earlier and, in addition, worked on a short-term basis with a number of additional states. Although these changes may have effected strategies for working with states, neither altered the Pathways Project from meeting its outcomes or accomplishing its approved scope of work.

Pathways also provided direct program or regional training and technical assistance upon request and Project staff availability and resources. This extended the proposed efforts cited in the original grant to assist smaller units within a state who had specific need for training and technical assistance. The Project found that sometimes the speed with which states moved in determining statewide training and technical assistance needs in concert with the overall CSPD needs, dealing with competing priorities and developing plans of action could be slow. This change allowed a dual approach of collaborating with smaller units (programs, regions) while working in concert with the state's CSPD.

V. Evaluation findings including detailed data tables

The Pathways Project evaluation plan was designed to guide development and implementation of project activities and materials, and to provide qualitative and quantitative data on the effectiveness of various components and usefulness of project outcomes on a national level. Evaluation activities provided ongoing information on the effectiveness of the Pathways Project by assessing adaptation and adoption of this model by each participating state. Since the model looked somewhat different from state to state, each team of key stakeholders determined the focus of the project and assisted in defining measures that reflected what was accomplished.

Broad-based information was collected to determine the impact of the project on statewide implementation of service coordination and training utilization. Evaluation data was used for program improvement, decision-making, feedback to state participants, and reporting results to the funding source and the field at large. The evaluation efforts of this project reflected the belief that change is a long-term, non-linear, and gradual process built on planned systems impact, peer support and individual needs.

Since a major portion of this projects's efforts were directed toward the development of program design to meet the needs of individual states and to address the particular challenges of diverse and perhaps underserved groups within each state, much of the evaluation data was generated by state participants. During the 3 ½ years of the project a modification loop that included feedback from training participants, professionals in the field, and parents helped guide the project toward the successful completion of the goals and objectives. Developed feedback tools were used to provide quantitative data regarding the effectiveness of the training and technical assistance model and its impact on each state.

Quantitative and qualitative evaluation was collected from participating states as well as regular updates and modifications of STTAPs based on feedback from key stakeholders. Results of the technical assistance provided to states are summarized in Table 4. For samples of the complete copies of the evaluations see Appendix D. The outcomes from technical assistance varied as states' ability to undertake system change initiatives varied. The timelines for accomplishing the outcomes changed as work progressed and sometimes unforeseen events, such as staff changes in a state, impacted the ability to achieve intended STTAP outcomes.

Table 4, Participating State Evaluations of Technical Assistance

State	Outcomes of TA	Quality and Usefulness of Service	Satisfaction with TA Consultants
Florida	3.75	4.0	5.0
Idaho	5.0	5.0	5.0
Kentucky	N/A	N/A	N/A
Michigan	4.5	5.0	5.0
Mississippi	3.75	5.0	5.0
New Jersey	4.2	4.5	5.0
West Virginia	N/A	N/A	N/A
Wisconsin	N/A	N/A	N/A

* Five point scale (1=Not Accomplished; 5=Completely Accomplished) N/A=Not Available

The National Advisory Committee met 3-4 times each year to provide feedback and direction to project activities and materials. The summary of their participation and review of materials appears in Table 5.

The quantitative evaluation of specific trainings are summarized in Table 2. Pathways adapted and modified the training strategies based on this quantitative and qualitative feedback. For example, trainees consistently rated small group discussion very highly so Pathways incorporated these opportunities into each content area. Below are a set of quotes to illustrate trainee feedback on evaluation forms from a variety of training options:

Pathways staff did an excellent job; they were very good at facilitating small group discussions.

Very good presentation- very important issues being developed with service coordination.

Slower paced day led to a relaxed atmosphere and the best small group discussions I have ever experienced in a training.

Table 5, Advisory Committee Evaluation

USEFULNESS OF PUBLICATIONS N=4	Presentation of the information	Usefulness in training/or TA	Contribution to field
	Scale: 1=Poor to 4=Excellent		
<i>Pathways: A Training and Resource Guide to Enhance Skills in Early Intervention Service Coordination</i> (1996)	4.0	4.0	4.0
<i>Pathways in Early Intervention Service Coordination: A Video and Companion Guide</i> (1996)	4.0	4.0	4.0
<i>Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination</i> (available December, 1998)	NA	NA	NA
<i>Pathways Newsletter</i> - three issues (10/96, 5/97, 12/97)	4.0	4.0	4.0
Pathways Service Coordination Project Web Site http://www.waisman.wisc.edu/earlyint/pathways (1996)	4.0	4.0	4.0
<i>Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course</i> (1997)	4.0	4.0	4.0
	Scale: 1=Unsatisfactory to 5=Excellent		
LOGISTICS OF THE ADVISORY COMMITTEE MEETINGS	5.0		
	Scale: 1=Not Accomplished to 5=Completely Accomplished		
OUTCOMES OF ADVISORY COMMITTEE MEETINGS	4.2		

Other professionals really seemed to welcome the idea of service coordination as facilitator/leader of IFSP meeting- I will try to do this more.

I learned that the parents perspective is often quite different from the professionals.

The solution finding framework and defining a consensus are two important tools I'll take with me from this workshop.

Just being given such a wide array of activities was so helpful. In the past my repertoire of activities was limited. You've increased it greatly. Thanks!

During the course of the project, Pathways initiated a number of activities to explore the increasing interest in reflective practice as a tool to extend the benefits of training and build upon the preference of trainees for small group contact and learning. One such activity was a series of regional, topically focused, networking meetings for service coordinators. The evaluation from this series is summarized in Table 6.

Table 6, Evaluation Of Regional Meetings On Service Coordination

Satisfaction with <u>each</u> session.	N=29	1 (Low) - - 5 (High)
How well we have accomplished the goals of the series?		
#1. Meeting Timelines/Meeting Families' Needs - March 19, 1996		3.38
#2. Keeping the Family Centered Focus - April 16, 1996		4.20
#3. Managing Your Responsibilities - June 11, 1996		4.17
#4. W2: What Will be the Impact - July 9, 1996		4.21
#5. Day Care for Children with Special Needs - October 1, 1996		3.95
#6. Community-Based Early Intervention - November 26, 1996		3.64
How well did we succeed? (Objectives)		
Provide an opportunity to network with my peers.		4.25
Expanded my support system.		3.50
Learn new strategies/skills which are useful to me in the performance of my job.		3.47
Learned new information which is useful in my job.		3.70
Other Objectives (Please describe)		5.00

Many different methods of information dissemination were used throughout the project. Table 7 summarizes the evaluations of the teleconference discussion groups held for all participating states and other interested parties. They provided an opportunity to bring people together to share information and experiences around a specific topic that the group identified with "experts" in the field. Pathways Summer Institutes were held each year of the project to provide a similar opportunity for a larger group of people for a concentrated period of time. The institutes were designed for a multi-level audience to give participants an opportunity to consider system-level factors which affected service coordination, new or developing trends in best practice and personal strategies to enhance skills and knowledge. The evaluations of the summer institutes are summarized in Table 8. A sampling of feedback on the evaluation forms are as follows:

Having the opportunity to present a challenge that I am facing in service coordination and then get suggestions from colleagues from various parts of the country was extremely beneficial.

[Most helpful was] information on how to define and measure effective service coordination. Great networking opportunities.

Wonderful suggestions about how to direct the process to be more family oriented.

I felt the panel discussion was very thought provoking. I think as Birth to 3 workers we sometimes forget that life goes on beyond age 3.

Table 7, Teleconference Discussion Meetings Evaluation

May have participated in as many as 5 discussion meetings		N=10
Overall quality of the teleconferences:	Scale: 1=Not to 5=Completely Accomplished	
To share ideas with other early intervention staff	4.4	
To increase the relevancy of training materials	3.2	
To learn about additional resources	3.8	
To share ideas and ask questions of experts in the field of early intervention	4.0	
	Scale: 1=Unsatisfactory to 5=Excellent	
Quality And Usefulness Of Teleconferences	3.75	
	Scale: 1=Not to 5=Completely Accomplished	
Outcomes Of Teleconferences	3.9	

Table 8, Evaluation Summary of Summer Institutes

Titles, Dates, and Number of Participants	Average Rating*
<i>Training Institute on Early Intervention Service Coordination, June 26-18, 1996, 57 Participants</i>	3.59 (Overall)
<i>Emerging Trends and Issues in Early Intervention Service Coordination, June 18-20, 1997, 70 Participants</i>	3.47 (Overall)
Individual Session Evaluation Summaries:	
Early Intervention and the Community Connection - Lou Landry	3.21
Emerging Information Technologies - George Jesien	3.83
Implications of Varying Models of Service Coordination - Joicey Hurth	3.45
Ongoing Supervision and Support - Pathways Staff	3.50
Families and Service Coordinators: A Mentoring Relationship - Pathways Staff	3.46
Using the Internet - Pathways Staff	3.35
<i>Outcomes of Effective Service Coordination: Making It Happen, June 24-26, 1998 57 Participants</i>	3.52 (Overall)
Individual Session Evaluation Summaries:	
Outcomes of Effective Service Coordination - Lisbeth Vincent	3.78
Building Chang-Agent Skills: Changing The Way We Think About Change - Larry Edelman	3.74
Discovering New Solutions - Pathways Staff	3.75
Responding to Families that Don't Fit the System - Pathways Staff	3.16
Service Coordination Models - Pathways Staff	3.38
Training and Supporting Service Coordinators: An Ecological Perspective - Pathways Staff	3.42
Translating Outcomes Into Everyday Practice - Pathways Staff	3.28
How to Keep Dancing When You are Too Tired to Care - Pathways Staff	3.62

* Four point scale - 1=Low, 4=High

VI. Project impact, including a list of products, dissemination activities, publications, implications of findings, and other indicators of the project's effect on the field of early intervention.

The Pathways project is nationally recognized and has made a significant contribution to the body of knowledge including a philosophy and approach to early intervention service coordination. Although Pathways was able to work with a limited number of states, our materials have been used much more broadly in other training curriculum development. The Parent Facilitator and Project Coordinator co-authored a chapter for publication entitled *Service coordination in early intervention: Competencies, curriculum, challenges and strategies*. Subsequent to this grant Pathways materials helped form the foundation for a proposal for a national center in research and training in early intervention service coordination. The Pathways model of service coordination has been used to develop a vision for service coordination for children birth to age 21 by Wisconsin's MCH-CSHCN program and has been incorporated into a new initiative for the design of long-term supports and services for children and families.

Dissemination Activities. A summary of products and publications as a result of Pathways activities appears in Appendix A.

Brochures, Catalogs & Newsletters: Each training adaptation was advertised through brochure and disseminated to parent, provider, state agency personnel, and faculty mailing lists. A product brochure was developed and mailed to approximately 1700 individuals or organizations across the country. Relevant state and national newsletters carried announcements of Project events and the availability of the curriculum material. The correspondence course is nationally advertised through the Independent Learning Department of the University of Wisconsin-Extension.

Advertizing: Project materials are listed in the Child Development Media Catalog (Van Nuys, CA) which is an extensive collection of video tapes and training materials; in the Resource Guide: Selected Early Intervention Training Materials (Catlett & Winton) and on the CLAS clearinghouse. *Trail Mix* will be advertised in two upcoming issues of the Journal for Early Intervention and Topics in early Childhood and Special Education.

Conferences: As listed in Table 3, Pathways staff have presented at numerous state and national conferences to share the findings of the Project and to familiarize attendees with the Project's materials and products.

World Wide Web: A web site, *Pathways: Service Coordination Project Web Site* (<http://www.waisman.wisc.edu/earlyint/pathways>) has been developed as a means to disseminate information related to the Project's products and activities. Visitors to the site can review excerpts of publications and find out about current and upcoming events related to the Project. Information about the Pathways Project and its materials are also posted on other electronic bulletin boards (e.g., NEC*TAS, Zero to Three, LRP-Ed-Online). The site is still maintained by the Waisman Center Early Intervention Program.

Publications: The Parent Facilitator and Project Coordinator have co-authored a chapter that reflects the work completed during the Project:

Rosin, P. & Hecht, L. (1997). Service coordination in early intervention: Competencies, curriculum, challenges and strategies. In P. Winton, J. McCollum, & C. Catlett (Eds.) *Reforming personnel preparation in early intervention: Issues, models and practical strategies*. Baltimore, MD: Paul H. Brookes Publishing Company.

Project staff developed *Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination* (1999). An exciting new 335 page resource for those involved in training personnel in early intervention service coordination; and *Service Coordination: Key to Early Intervention, New Jersey Statewide Training & Related Resources 1996-1997* (1997) 350 pgs.

Additionally, several Project staff authored a book which draws upon the content and activities developed during the Project:

Rosin, P., Whitehead, A., Tuchman, L., Jesien, G., Begun, A., & Irwin, L. (1996). *Partnerships in family-centered care: A guide to collaborative early intervention*. Baltimore, MD: Paul H. Brookes Publishing Company.

VII. Statement of any future activities

The Pathways Project extends beyond its grant period in a number of ways.

Pathways staff continue to work, on a contractual basis, with Mississippi and Idaho who both initiated systems-level changes as part of their STTAPs that were not completed by the end of the grant period. Both states have taken a different approach to improving the provision of service coordination and it would be interesting to look in the future at how their different approaches impact intended outcomes.

Pathways wrote a research study that has not yet been funded to look at the outcomes of effective service coordination from the family, provider and system perspective.

Additionally a new outreach grant has been written, but not yet funded to continue the training and technical assistance support to states.

The Pathways service coordination model is being used to inform the approach and training for two new initiatives in Wisconsin; 1) regional MCH-CSHCN centers that include parent-to-parent support and service coordination; 2) the design of a system of long-term supports for children and families up to age 22 that integrates service coordination across multiple departments and divisions within state government.

A grant proposal for a National Center for Research and Training on Early Intervention Service Coordination was submitted to the Office of Special Education and Rehabilitation

Services (OSERS) to extend the benefits of the Pathways model of inservice training to other states in the nation in collaboration with: University of Toledo; NEC*TAS; JFK Partners-Colorado UAP; Family Child Learning Center, Tallmadge Ohio; and Center for Persons with Disabilities, Utah UAP.

Finally, Pathway's products and materials will continue to be disseminated through the products brochure, WWW site, conferences and catalog.

It is expected that parents, providers, faculty, and administrators will benefit from the materials and procedures developed in the Project for years to come. The ultimate beneficiaries will be infants and toddlers with disabilities who will benefit from more comprehensive and coordinated services.

VIII. Assurance statement that the final report has been sent to ERIC

This final report on the Pathways Project will be distributed to interested stakeholders who participated in the Project and to others at their request. In addition, three copies of the full final report has been sent to the Office of Special Education Programs, U.S. Department of Education while one full copy will be sent to ERIC/OSEP Special Project, ERIC Clearinghouse on Handicapped and Gifted Children.

IX. References

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Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge: Harvard University Press.

Deal, A.G., Dunst, C.J. & Trivette, C.M. (1989). A flexible and functional approach to developing individualized family support plans. *Infants and Young Children*, 1(4), 32-43.

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Appendix A

Project Products and Publications

- Pathways Curriculum Materials and Publications
- Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination
- Service Coordination: Key to Early Intervention New Jersey Statewide Training and Related Resources 1996-1997
- Pathways: A Training and Resource Guide for Enhancing Skills In Early Intervention
- Tips for Trainers
- Pathways Service Coordination Project Website
- Service Coordination in Our State Early Intervention Program: A State Self Assessment
- Service Delivery & Personnel Development in our State Early Intervention Program: A State Self Assessment

Pathways Curriculum Materials and Publications

A number of successful materials were produced by the *Pathways Project* during the inservice and outreach grant period. The following is a list of the training materials available from the Waisman Center Early Intervention Program, 1500 Highland Ave, Madison, WI 53705.

Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination (1999). 335 pgs. An exciting new resource for those involved in training personnel in early intervention service coordination. A collection of activities that can be useful in the development or enhancement of competencies in early intervention service coordination, parent and provider inservice training and interdisciplinary and discipline specific preservice courses. Easy to use activities can be adapted for use in program meetings, inservices, regional trainings, and statewide conferences program. Each Trail Mix activity includes: the purpose of the activity; the approximate time needed; instructions to guide the activity; talking points or discussion questions and; necessary handouts.

Rosin, P. & Hecht, L. (1997). Service coordination in early intervention: Competencies, curriculum, challenges, and strategies. In P. Winton, J. McCollum, & C. Catlett (Eds.) *Reforming personnel preparation in early intervention: Issues, models, and practical strategies*. Baltimore, MD: Paul H. Brookes Publishing Co. The purpose of this chapter is to provide those who are responsible for personnel preparation in early intervention with: 1) an overview of the competencies needed by individuals who provide service coordination; 2) concrete ideas, instructional activities, and resources that comprise an approach to service coordination training; 3) a delineation of training challenges and strategies; and 4) consideration of future needs in service coordination training. The intent of this chapter is twofold: to address the training needs of the current generation of service coordinators who are learning what they need to know on the job or through inservice training opportunities; and to address the training needs of the next generation of service coordinators so that they will enter the field feeling prepared and confident to meet the myriad challenges associated with early intervention service coordination.

Outcomes of Effective Service Coordination: A Process from Parent, Provider, and Systems Perspectives. This paper describes a three step process. As a first step in developing outcomes and indicators of effective service coordination it is necessary to build a vision. This vision became the benchmark upon which the rest of the process could be guided, measured, and compared. In Step 2, participants are asked to think about outcomes of effective service coordination by considering several key questions. In Step 3, the group identifies indicators (a number, index, feature, or measure that allows for comparisons to be made) to measure the outcomes of effective service coordination they have identified.

Service Coordination: Key to Early Intervention, New Jersey Statewide Training & Related Resources 1996-1997 (1997) 350 pgs. The training manual replicates the learning activities covered in the series of statewide trainings entitled, "*Service Coordination - Key to Early Intervention: A workshop series focused on the role of service coordinators in the IFSP*

process." It also provides additional learning activities to expand and enhance the learning process. The manual contains a copy of the self study units developed for service coordinators who were not able to attend the training. These materials are designed to be used by trainers from various settings and institutions, parents, service coordinators, service providers, and higher education faculty. Supervisors and administrators of early intervention programs or service coordination units will find these materials helpful for orientation, supervision and ongoing inservice trainings.

Tips for Trainers. (1997). Pathways staff developed this pamphlet to assist new trainers in considering the skills and strategies needed in order to provide training as part of the content of trainer of trainer activities. It provides a brief discussion of assumptions and beliefs about training, planning and preparation for training, the training process, facilitation, evaluation, and unique issues for parents as trainers.

Service Coordination in our State Early Intervention Program: A State Self-Assessment (1997). This is adapted from *Steps in a Process: The Interaction of Service Delivery & Personnel Development Principles in a State Early Intervention Program* (Fire & Striffler, 1997). The purpose of the Self -Assessment is to assist States in thinking through the elements of the early intervention service delivery system and the Comprehensive System of Personnel Development (CSPD) as it relates to service coordination.

Service Delivery & Personnel Development in our State Early Intervention Program: A State Self Assessment (1997). This is adapted from *Steps in a Process: The Interaction of Service Delivery & Personnel Development Principles in a State Early Intervention Program* (Fire & Striffler, 1997). The purpose of the Self -Assessment is to assist States in thinking through the elements of the early intervention service delivery system and how it relates to their Comprehensive System of Personnel Development (CSPD).

Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course, C896-200, (1997). Pathways staff developed a correspondence course where participants work at their own pace, set individual goals for the course, practice skills presented in written materials and reflect upon their experiences. Course content is organized into three sections: 1) Foundations of Service Coordination, 2) Roles and Responsibilities of Service Coordination, and 3) Effective Skills in Service Coordination. Available through the department of Social Work Division of Continuing Studies. \$186 fee includes a course text, videotape and supplemental reader.

Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination (1996). 215 pgs. Inservice providers, preservice providers and parents alike will find this interactive training guide a rich source of activities, stories, resources, and references for enhancing skills in early intervention service coordination. The guide includes a comprehensive look at multiple aspects of service coordination such as leadership skills, communication and team building, and conflict management just to name a few. The integration and application of such skills are organized around four aspects of service coordination: (1) getting started with families, (2) follow along and implementation of the IFSP, (3) responding to immediate and urgent needs, and (4) transitions in early intervention.

*A December, 1997 correspondence from Hal Lewis, Western Region Faculty Institute for Training Outreach Project Co-Director, stated that a soon to be published "Early Intervention Training Curriculum Compendium - 3rd Edition" will include the **Pathways: A training and resource guide in early intervention service coordination** and the **Pathways in Early Intervention Videotape & Companion Guide** as it was identified as "an outstanding tool for faculty, other trainers, and service providers in the field of early intervention".*

Pathways in Early Intervention Service Coordination: A Video and Companion Guide (1996). Parents, service providers and students as individuals or as groups will find this video a useful learning tool for discussion of challenges and solutions in early intervention service coordination. The 30 minute video, in an interactive problem-solving format, focuses on activities involved in the IFSP process. The video shows vignettes highlighting four aspects of service coordination: (1) getting started with families, (2) follow along and implementation of the IFSP, (3) responding to immediate and urgent needs, and (4) transitions in early intervention. A companion guide is included to support individual or group involvement.

Pathways Service Coordination Project: Web Site, (1996). <http://www.waisman.wisc.edu/earlyint/pathway> What you will find: 1) Information about Pathways events and products. 2) Sampling of the curriculum and other resources. 3) Links to related Web sites. 4) Opportunities to network with others across the nation.

A State Training and Technical Assistance Plan (STTAP) and process (1995). A written record of the goals, outcomes, strategies and activities developed with each participating state. The STTAP becomes, in effect, a written contract between the *Pathways Project* and the state identifying desired training outcomes and the methods, resources, and support needed to achieve these outcomes including timelines, and responsibilities. Continual follow-up and ongoing evaluation and renegotiation of the STTAP occurs to assure that the STTAP is reaching desired outcomes. This document and process was revised in 1998. The newer version, *A Training and Technical Assistance Plans (TTAP)*, introduces an additional focus, the identification of efforts that will be taken to sustain identified outcomes.

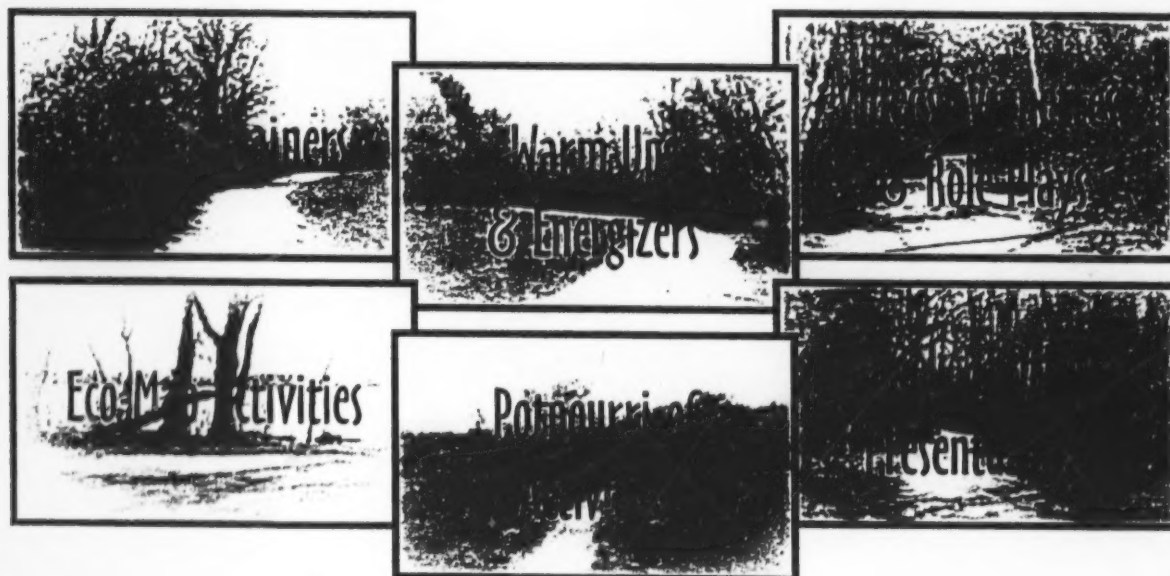
Self-Assessment of Skills and Knowledge in Early Intervention Service Coordination (1993). One method of achieving the participant-centered orientation occurs as a result of a self-assessment by each participant of his or her strengths, concerns, priorities, and resources. Based on the self-assessment, the participant develops an Individual Learning Plan with his or her desired outcomes. A facilitator acts as a service coordinator for the participant, providing information, support and access to material and human resources. The facilitator provides support at a level determined by the participant to meet his or her selected learning outcomes.

First Glance: Tips for Service Coordination (1993). The information sheets in this booklet provide a first glance at some of the major areas within early intervention service coordination. The information in this booklet is intended to develop and reinforce a knowledge base about service coordination. It is also a resource to duplicate and share with parents and other providers.

Parents and Professionals, Partners in Co-Service Coordination (1993). A video and companion guide describing co-service coordination and portraying examples about how it can work.

Pathways Trail Mix

A Collection of Ideas and Training Activities
in Early Intervention Service Coordination



Peggy Rosin, Liz Hecht, Meredith Green, & Sue Robbins

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Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination



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Developed by the Pathways Service Coordination Project of the Waisman Center Early Intervention Program. Interim Director, Linda Tuchman.

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To order this guide, call or write:

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**SERVICE COORDINATION:
KEY TO EARLY INTERVENTION
NEW JERSEY STATEWIDE TRAINING &
RELATED RESOURCES 1996-1997**

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Developed by the Pathways Service Coordination Outreach Project of the Waisman Center Early Intervention Program under contract with the New Jersey Department of Human Services with Support from the Office of Special Education and Rehabilitation Services grant # H024D50078, awarded by the United States Department of Education.

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ACKNOWLEDGEMENTS

On behalf of the Pathways Service Coordination Project, we would like to acknowledge the contributions of the following individuals and organizations, in the development and implementation of New Jersey's workshop series "Service Coordination: Key to Early Intervention" and these corresponding Resource Packets:

- The NJ SICC and CSPD Advisory Committee for setting as one of their highest priorities, the initial and on-going training of service coordinators within the NJ Early Intervention System;
- The members of the Pathways Service Coordination Task Force and the New Jersey trainers who gave so generously of their time and expertise. Their commitment to family-centered services, partnership relationships, parent-professional collaboration and participant-centered training was the foundation from which the workshop series and resource packets were created;
- The many family representatives, service coordinators, case managers and other team members who came together to appreciate themselves and each other; to share and explore how partnership relationships develop and grow over time; to discuss the dynamics inherent in partnerships as different points of view surface; and, find ways to build healthy teams within NJ's early intervention system;
- The NJ Department of Health and Senior Services, Early Intervention Program for recognizing the importance of service coordination within its system and supporting the workshop series;
- The Regional Early Intervention Collaboratives for their assistance and ongoing support of the workshop series;
- The NJ Department of Human Services, Office of Education, especially Hope Farber and Pat Will, for their technical assistance and ongoing support of all aspects of the workshop series and product development.



A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination

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of the Waisman Center Early Intervention Program

Project Director—George Jesien, Ph.D.

ACKNOWLEDGMENTS

Service coordination in early intervention is a complex and multifaceted topic. The thoughts, ideas, reactions and efforts of many people helped us to more fully reflect the intricacies of service coordination and we hope make this guide more practical and useful to others. The content and training activities are based on a series of field tests and feedback from numerous groups representing the different audiences for which the material is intended. The participation of each group enriched our experience and the development process. We would like to acknowledge and thank those that have helped us and to represent the needs of parents, providers, faculty, and policy makers in the development of the guide.

Parents, their participation and feedback, have been central to our vision of effective service coordination. The Parent Advisory and Review Panel provided ongoing feedback from the beginning of the project with input into the project's design and in each development step along the way. We would also like to thank the families who allowed us to use their pictures to brighten the pages of the guide. The people in the photos do not correspond to those mentioned in the text.

A training guide is only as useful as the degree to which it reflects the daily experience of parents and providers and the degree to which it provides practices and information that are directly applicable to their work together. The Community Validation Team made up of providers in the State helped immeasurably to assure that content was closely tied to practical service realities. Further input was provided by the volunteer training sites. The Milwaukee Women's Center, the Langlade County Birth To Three Program, the Portage Project of Cooperative Educational Service Agency 5 and the Bridges for Families Program in Madison gave of their time and expertise. They provided us a window to the daily efforts of providers and

families and the very real needs they face. We hope this work honors the complexity and worth of the work they do day in and day out.

Much of the training content in the guide is based on two field test courses that were conducted in the first two years of the project. The courses were designed for both returning practitioners who wanted to enhance their skills and new students who were about to enter the early intervention field. Professor Ann Hains of the University of Wisconsin in Milwaukee was the first faculty member to work with us in offering the course. Her help in organizing the sequence of content and flexibility in adapting the course material to the needs of students set the tone for the entire course development process. Professor David Franks at the University of Wisconsin at Eau Claire helped to provide the inspiration and support to take the course to another level. Because of his pioneering and adventurous spirit we were able to develop a simultaneously taught course in Eau Claire and Madison using compressed video technology. Professors Mel Morganbesser and Marsha Seltzer provided the support necessary to make the effort possible in Madison. Steve Siehr of DoIt in Madison provided the technical support and guidance to navigate the complexities of distance technologies.

Lastly, it was critical for us that the content in the guide reflect emerging best practices in early intervention and the spirit and letter of Part H of the Individuals with Disabilities Education Act (IDEA) which has established service coordination as a mandated service for all eligible families. The State and National Advisory members provided invaluable insight and information from a broader perspective to inform our work.

We hope that all who have worked with us in the development of this guide see the impact of their efforts and feel part of the sense of pride that we all feel in its production and dissemination.

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Tips for Trainers

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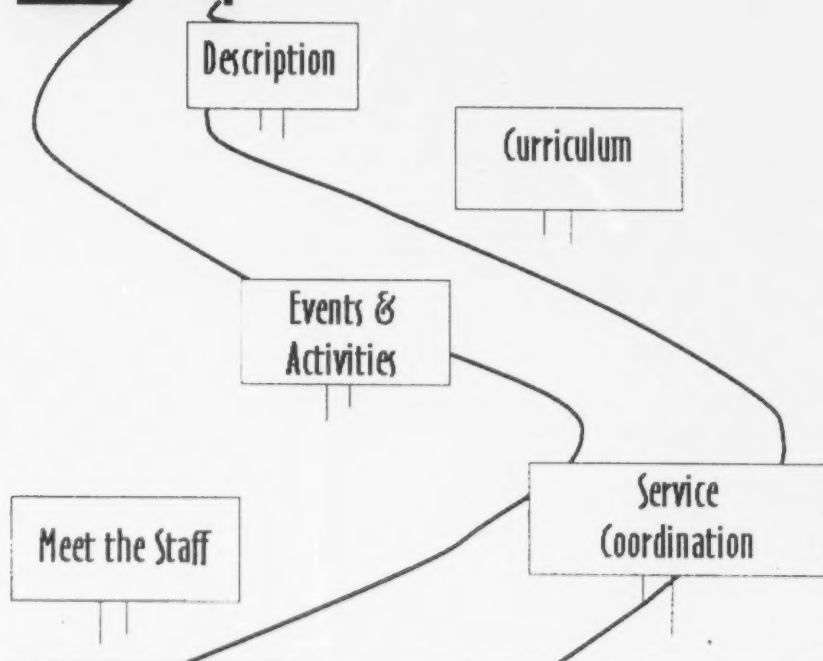
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Service Coordination Project

About our project...



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Last updated 03-Jan-1999 by duchak@waisman.wisc.edu.

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Description

The Pathways: Service Coordination Project collaborates with key stakeholders in participating states to provide training and technical assistance in early intervention service coordination.

Philosophy - The Guideposts

• Parent-Professional Partnership

Family-centered early intervention practices occur when partnerships are formed between parents and professionals. Parents participate at all levels, including serving as trainers, as advisory committee members, and as training participants.

• Participant-Centered Training

Adults learn best when they guide their own learning. Individual needs are met through self-assessment, problem solving, individualized plans, field-based experiences, and ongoing support.

• Collaboration

Collaboration means a mutual commitment to a goal. Pathways works with states to tailor training and technical assistance to meet the needs of the state or program.

State Training and Technical Assistance Plan (STTAP) - The Itinerary

Pathways staff work with participating states to develop a STTAP addressing each state's objectives and priorities.

- A variety of training and support options are available through Pathways.
- Each state identifies the participants for training. This could include:
 - individual trainees (e.g. service coordinators and providers, parents, faculty, state and agency representatives, state trainers);
 - specific training sites (e.g. early intervention programs, health or social service agencies); and
 - the state itself (e.g. State Plan Team)
- Customized training allows each state to address specific cultural, linguistic or racial minority groups within their state.
- States where Pathways has worked include: Florida, Illinois, Iowa, Mississippi, New Jersey, New

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Mexico, and Wisconsin.

Training Options - Places to Explore

Workshops and Institutes - Options for Training Service Coordinators

- individualized training focused on a service coordination topic
- a series of trainings to cover content identified by the state
- "Training of Trainers" workshops for trainers interested in using or adapting the Pathways curriculum
- presentation of training through distance technology

Higher Education - Options for Training Future Service Coordinators

- adapt Pathway's curriculum for semester-long course (e.g. university, college, continuing education, certification)
- infuse Pathway's curriculum into existing or new course offerings
- develop service coordination modules to be used for a portion of the semester
- adapt curriculum for use with distance technologies

Sample Agendas from Trainings

- [SER](#)
 - [New Jersey Family Assessment and Upcoming Training](#)
 - [Iowa](#)
 - [Eau Claire](#)
 - [Syllabus from the UW-Eau Claire, UW-Madison course](#)
-

Technical Assistance - Tour Guides

Technical assistance can take many forms and be targeted at state, program, or participant level needs.

State issues have included:

- moving toward a new vision of a family-centered system
- responding to cultural and geographic diversity

- building the state's capacity to support its service coordinators
- training for newly hired and seasoned service coordinators
- developing competencies for service coordinators

Pathways staff can:

- facilitate problem solving
- share information about how other programs address issues and develop approaches to service coordination
- provide consultation on the development and design of training
- identify resources and develop materials related to the service coordination needs of the state
- assist states in the adaptation of materials
- work with a state's technical assistance providers

Training Materials - Travel Information

Pathways has developed a number of innovative and interactive resources for enhancing competency in early intervention service coordination.

Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination

A collection of activities that can be useful in the development or enhancement of competencies in early intervention service coordination for parent and provider inservice training and interdisciplinary and discipline specific preservice courses. Each activity includes the purpose of the activity, the approximate time needed, instructions to guide the activity, talking points or discussion questions, and necessary handouts.

Pathways: A Training and Resource Guide for Enhancing the Skills in Early Intervention Service Coordination

The guide provides a comprehensive look at multiple aspects of service coordination. Training activities and resources follow each section. Trainers will find this to be a rich source of activities, stories, resources, and references for enhancing skills in early intervention service coordination.

Pathways in Early Intervention Service Coordination: A Video and Companion Guide

The 30-minute training video presents four realistic vignettes that highlight critical issues in service coordination. An interactive problem-solving format is used to map challenges and solutions to the situations presented. A companion guide is included to support individual or group involvement.

Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course

Pathways staff developed a correspondence course with content organized into three sections:

(1) Foundations of Service Coordination; (2) Roles and Responsibilities of Service Coordination; and (3) Effective Skills in Service Coordination. Participants set individual goals for the course, practice skills presented in written materials, and keep a journal to record written assignments and reflect upon their experiences. Course # C896-200.

Click here for [more information on the guide and video](#), or contact the Pathways Service Coordination Project. For enrollment information for the correspondence course, call 1-800-442-6460.



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Last updated 03-Jan-1999 by duschak@waisman.wisc.edu.

Document source: <http://www.waisman.wisc.edu/earlyint/descript.htm>

Service Coordination In Our State Early Intervention Program: A State Self-Assessment



Adapted from:

**STEPS IN A PROCESS: THE INTERACTION OF SERVICE DELIVERY & PERSONNEL
DEVELOPMENT PRINCIPLES IN A STATE EARLY INTERVENTION PROGRAM**

by: Nancy Fire and Nancy Striffler, NEC*TAS, 1997

INSTRUCTIONS:

The *Service Coordination in Our State Early Intervention Program: A State Self-Assessment* is adapted from *Steps in a process: The Interaction of Service Delivery & Personnel Development Principles in a State Early Intervention Program* (Fire & Striffler, 1997). The purpose of the Self -Assessment is to assist States in thinking through the elements of the early intervention service delivery system and the Comprehensive System of Personnel Development (CSPD) as it relates to service coordination.

This Self-Assessment tool is to be used as a guide and framework in determining which *elements* are in place, the relationship among the elements and the status of each element. The elements are considered as parts of a whole system. It is best to think of the interrelationships among elements rather than thinking of an element in isolation from the others. There are ten elements listed with associated *practice indicators*. The practice indicators are provided to give direction to those reflecting on each element. Each practice indicator need not be in place to consider an element as full realized. The list of practice indicators is not exhaustive (i.e., there may be additional practice indicators that are important to your State's system). After discussing or thinking about the practice indicators check the box that represents the status of your State's system related to service coordination. The *comments* section on the form is for jotting down ideas from your discussion or thinking about the element, practice indicators, current status or thoughts about next steps related to the element.

This tool can be adapted to best meet the needs of your State and we welcome feedback on its utility.

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Web Site: <http://www.waisman.wisc.edu/earlyint/pathways>

Service Coordination In Our State Early Intervention Program: A State Self-Assessment

Element 1. The State has a <i>VISION</i> for it's Service Coordination System which represents the views and beliefs of all stakeholders and is congruent with the state's vision for its early intervention program.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
This vision forms the guidance and coherence for the model of service coordination implemented in the state.	Y N	
Personnel providing service coordination and the way service coordination is provided relate directly to and actually operationalize that vision.	Y N	
Stakeholders "buy into" the vision.	Y N	
Stakeholders include families, service coordinators, policymakers, administrators, members of culturally diverse populations and institutions of higher education, professional organizations, providers, etc.	Y N	
Element 2. State Service Coordination <i>PROGRAM STANDARDS</i> stem from the vision for service coordination and are also adopted by all stakeholders.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Program standards are consistent with the missions/philosophies of the agencies providing service coordination services as well as those providing early intervention services.	Y N	
Program standards delineate guidelines for service coordination practice and describe service coordination models appropriate for implementing the vision. For example, they include statements about frequency of contact, face-to-face contact, follow along activities, etc.	Y N	
The standards enable ongoing monitoring to assure quality.	Y N	

Element 3. <i>ROLE and JOB DESCRIPTIONS</i> stem from the vision and program standards and reflect precisely the function of each person working with families on behalf of the early intervention service system.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Personnel configurations, occupational categories and actual roles of service coordinators are defined by the Vision for service coordination.	Y N	
Roles and job descriptions are graduated across several levels of personnel.	Y N	
Roles and job descriptions refer to actual settings where service coordination occurs and the roles of service coordinators within those settings.	Y N	
Element 4. <i>PERSONNEL STANDARDS</i> stem from the roles and job descriptions and are also adopted by all stakeholders.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Personnel standards are consistent with the missions/philosophies of the agencies involved in providing service coordination as well as the program standards.	Y N	
Personnel standards set the guidelines for personnel competencies necessary for the performance of service coordination and set requirements for meeting the highest standard designated by the State for service coordination..	Y N	
Personnel standards specify specific levels of preservice preparation of service coordinators, levels of required supervision and/consultation, and inservice requirements.	Y N	
They can include recommended staffing patterns, staff to family ratios, and skill levels for all individuals working in the service coordination system by setting standards for performance.	Y N	
They include statements about approved credentialing and/or licensure and are in line with state laws and policies governing service coordination/case management.	Y N	
Service coordination standards are tied to requirements of third party payers.	Y N	

Element 5. Behavioral <i>COMPETENCIES</i> are consistent with the previous elements.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Indicators of Required Practices	Occurs	Comments
Behavioral competencies further specify skills/behaviors listed on the job descriptions or in roles that service coordinators must accomplish to provide effective service coordination services.	Y N	
They were developed by an interdisciplinary group representing parents, service coordinators, the range of disciplines involved in Part H, and providers of preservice and inservice educational opportunities.	Y N	
If paraprofessionals provide service coordination, the development of paraprofessional competencies involved people representing paraprofessionals, such as, representatives from community colleges, day care and Head Start communities.	Y N	
Each competency is stated in behavioral, measurable terms and reflects an action done within the context of early intervention service coordination practice.	Y N	
One must be able to observe or look at the work produced by a service coordinator and determine whether or not the person manifests the competency.	Y N	
An individual must be able to assess whether they require more training when reviewing the competencies.	Y N	
The behavioral (performance related) competencies are enabled by knowledge and attitudinal (belief system) compatibility that relate back to the State's <i>vision</i> of service coordination and early intervention.	Y N	
Competencies were developed by observing selected "expert" service coordinators or conducting interviews with them and /or parents to determine what an expert has to be able to do to "demonstrate" the competency.	Y N	
There is a mechanism to review competencies on an ongoing basis.	Y N	
Life experiences are considered in determining some competencies.	Y N	

Element 6. Each competency has a corresponding means of <i>ASSESSMENT</i> to determine if additional educational opportunities might be indicated for an individual.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Assessment is a flexible process that allows for individual differences. For example, if one is assessing the maintenance of records, the means of assessment could include a records review or some exercises that the service coordinator would complete to demonstrate competency. On the other hand, if it's family communication that is being demonstrated, one might include a role play or observe a family home visit.	Y N	
Assessment tools can be self-administered and reviewed by a supervisor.	Y N	
A portfolio process can be used to receive the appropriate credentialing.	Y N	
Element 7. Each competency has criteria to enable <i>SUPERVISION AND EVALUATION</i> of employees performing that competency.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Competencies relate specifically to the job description thus allowing for performance reviews.	Y N	
Supervisors or their designees are accomplished in mentoring, reflection, and counseling or coaching.	Y N	
Supervisors or their designees are able to perform competencies expected of service coordinators they are supervising.	Y N	
Supervisors are involved in planning, preparing, and implementing training.	Y N	

Element 8. Each competency or group of competencies has corresponding *training* objectives, methodology and media selected especially to enable a person to accomplish that competency or set of competencies and therefore function better in his/her job or role.

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Practices Indicators

Occurs

Comments

Training reflects a preservice-inservice continuum and involves a number of providers.

Y N

Training is consistent with the State vision and reflects practices inherent in Program and Personnel Standards.

Y N

Training supports research findings and incorporates best practices in the content, teaching methods and use of technology.

Y N

Training is highly individualized to enable personnel to attain competencies appropriate for their work scope.

Y N

Training is ongoing and delivered at the work site of the individual as much as possible to increase relevance.

Y N

Training is coordinated and builds on itself and allows for mastery at the end of the training experience.

Y N

Individuals are able to determine whether they have the prerequisite knowledge and experience for specific training events.

Y N

Training is approved for the credentialing process.

Y N

Training relates directly to behavioral outcomes measured in competency statements.

Y N

Training includes supervised practicum components.

Y N

Training plans involve input from multiple stakeholders.

Y N

Training is evaluated on an on-going basis.

Y N

Element 9. An ASSURANCE PROCESS such as credentialing or certification is in place.

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Practices Indicators

Occurs

Comments

Individual assessment, compilation of documents and experiences into a portfolio, attendance at training events, and meetings with one's supervisor can lead an individual service coordinator through the certification process.

Y N

There are provisions for updating service coordinators once they are credentialed. The process is in line with the State's vision and program/personnel standards.

Y N

The State has alternative ways to reward or recognize service coordination performance. These might include: coming off the initial probation period for beginning employees, job advancement, special opportunities (e.g., mentoring or attending specialized training for advanced practitioners), recognition from supervisor/mentor, recognition at statewide meeting or in newsletters.

Y N

Element 10. IMPLEMENTATION of a SERVICE COORDINATION SYSTEM which reflects the state vision and standards is accomplished by integration of all elements.

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Practices Indicators

Occurs

Comments

With the integration of all ten of these elements, individuals delivering service coordination services should have the resources, skills, and supports to carry out the vision for service coordination for infants and toddlers and their families.

Y N

Service Delivery & Personnel Development in our State Early Intervention Program: A State Self Assessment



Adapted from:

**EMBEDDING PERSONNEL DEVELOPMENT INTO THE EARLY INTERVENTION DELIVERY SYSTEM:
ELEMENTS IN THE PROCESS:**

by: Nancy Fire and Nancy Striffler, NEC*TAS, 1998

INSTRUCTIONS:

The *Service Delivery & Personnel Development in our State Early Intervention Program: A State Self Assessment* is adapted from *Steps in a process: The Interaction of Service Delivery & Personnel Development Principles in a State Early Intervention Program* (Fire & Striffler, 1997). The purpose of the Self-Assessment is to assist States in thinking through the elements of the early intervention service delivery system and how it relates to their Comprehensive System of Personnel Development (CSPD).

This Self-Assessment tool is to be used as a guide and framework in determining which *elements* are in place, the relationship among the elements and the status of each element. The elements are considered as parts of a whole system. It is best to think of the interrelationships among elements rather than thinking of an element in isolation from the others. There are ten elements listed with associated *practice indicators*. The practice indicators are provided to give direction to those reflecting on each element. Each practice indicator need not be in place to consider an element as full realized. The list of practice indicators is not exhaustive (i.e., there may be additional practice indicators that are important to your State's system). After discussing or thinking about the practice indicators check the box that represents the status of your State's system related to service coordination. The *comments* section on the form is for jotting down ideas from your discussion or thinking about the element, practice indicators, current status or thoughts about next steps related to the element.

This tool can be adapted to best meet the needs of your State and we welcome feedback on its utility.

Pathways Service Coordination Project
Waisman Center
1500 Highland Avenue, Room 231
Madison, WI 53705
Phone: (608) 265-2063
Fax: 608-263-0529
E-mail: Pathways@Waisman.Wisc.Edu
Web Site: <http://www.waisman.wisc.edu/earlyint/pathways>

Service Delivery & Personnel Development In Our State Early Intervention Program: A State Self Assessment

Element 1. The State has a <i>VISION</i> for it's Early Intervention Service System which represents the views and beliefs of all stakeholders.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
This vision forms the guidance and coherence for the entire system.	Y N	
Personnel systems and service delivery systems relate directly to the vision for the Early Intervention service system in the State and actually operationalize that vision.	Y N	
The vision is supported from the highest administrative levels so that individuals believe it is in their best interest to implement the vision that will ultimately result in improvements for children and families	Y N	
The vision is revisited periodically as new stakeholders may have joined the effort and state climates have shifted.	Y N	
Stakeholders "buy into" the vision.	Y N	
Stakeholder include families, inter-agency policy-makers, administrators, members of culturally diverse populations, representatives of institutions of higher education, professional organizations, public and private providers and others who care deeply about the children and their families.	Y N	

Element 2. State Early Intervention <i>PROGRAM STANDARDS</i> stem from the vision for the service system and are also adopted by all stakeholders.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Program standards are consistent with the missions/philosophies of the agencies involved in the Early Intervention System.	Y N	
Program standards delineate guidelines for early intervention practice and describe service delivery models appropriate for implementing the vision.	Y N	
Program standards may include but are not limited to statements about natural settings, services and supports necessary to respond to the racial and cultural diversity of the children and families served, parameters for home visiting services, and service coordination caseload size and level of effort.	Y N	
Program standards embody the values and philosophy of the service system.	Y N	
Program standards provide a framework for ongoing monitoring	Y N	
Program standards form the basis for quality assurance efforts.	Y N	
Element 3. <i>ROLE AND RESPONSIBILITIES, INDICATORS, AND JOB DESCRIPTIONS</i> stem from the vision and program standards and reflect precisely the function of each person working with families on behalf of the early intervention service system.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
Roles are determined by the scope of responsibilities of each provider in a particular setting and by the characteristics and diversity of communities in which early intervention takes place.	Y N	
Roles and responsibilities are made explicit to personnel working within the system.	Y N	
Roles and responsibilities have direct relationship to the training and supports providers receive.	Y N	

Element 3. *ROLE AND RESPONSIBILITIES, INDICATORS, AND JOB DESCRIPTIONS* stem from the vision and program standards and reflect precisely the function of each person working with families on behalf of the early intervention service system. (Continued)

Indicators, which provide observational criteria to assess performance, are stated in behavioral, measurable terms and reflect an action done within the context of early intervention practice.

Y N

Job descriptions summarize the roles and indicators providing clear statements of expectations for the actual job

Y N

Roles/responsibilities, indicators and appropriate job descriptions are developed by an interdisciplinary, interagency group representing the range of providers involved in the early intervention program.

Y N

Element 4. *PERSONNEL STANDARDS* stem from the roles and job descriptions.

Status:

- ☐ Fully realized
- ☐ Partially realized
- ☐ Not in place

Practices Indicators

Occurs

Comments

Personnel standards are consistent with the missions/philosophies and program standards of the agencies involved in the Early Intervention System.

Y N

Personnel standards set the education and experience requirements, and certification or license qualification necessary for employment in a specific occupational category.

Y N

Personnel standards include definition of new and existing occupational categories and corresponding requirements for meeting the highest standard for each of these.

Y N

Personnel standards specify specific levels of preservice preparation of personnel, levels of required supervision and consultation, and inservice requirements.

Y N

Element 5. RECRUITMENT AND RETENTION EFFORTS are built upon previous elements		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Clearly delineated steps for advancement assist personnel to move up the educational and career ladder.	Y N	
Preservice and inservice opportunities assist personnel move up the educational and career ladder.	Y N	
Other effective retention efforts are utilized (e.g., internet forums to reduce provider's sense of isolation in a rural settings, pairing with a seasoned professional as a guide and mentor during the first year of employment, etc.)	Y N	
Element 6. COMPETENCIES are consistent with the previous elements.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Competencies are measureable.	Y N	
Competencies form the basis for needs assessments, training objectives, content, activities, and training evaluation.	Y N	
Competencies are developed by an interdisciplinary, interagency group of parents, representatives of preservice and inservice education, administrators, and providers representing the range of settings involved in the early intervention program. .	Y N	
There is a mechanism to review competencies on an ongoing basis.	Y N	
As practice and state program and personnel standards change, so do the competencies required of personnel.	Y N	

Element 7. *PERSONNEL NEEDS ASSESSMENTS* are based on roles, indicators and competencies and help determine if additional educational opportunities might be indicated for an individual.

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Practices Indicators

Occurs

Comments

Self assessments allow learners to be involved in their own needs assessment process

Y N

Self assessment is used to identify the training needs of individuals, communities, and the state.

Y N

Self assessment is used as part of the performance evaluation by a supervisor.

Y N

Self assessment is used to evaluation of the effectiveness of training.

Y N

Self assessment is used as a guide for hiring new personnel.

Y N

Element 8. *INDIVIDUALIZED PERSONNEL DEVELOPMENT NEEDS* are available when their is a gap between the role expectations and individual capabilities

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Practices Indicators

Occurs

Comments

Skill building during preservice or inservice, training occurs in stimulated or actual work environments

Y N

Ongoing staff development includes systematic follow-up strategies to facilitate transfer of learning and to incorporate new skills (e.g., team meetings for discussing application of skills and sharing effective strategies, opportunities to meet with a mentor to discuss difficult family issues, working with a peer to provide feedback and support to each other, engaging in role plays to practice skills, observation of a skilled practitioner followed by immediate critique and discussion, videotaping activities for self assessment and feedback, etc.).

Y N

Element 9. SUPERVISION, MENTORING AND EVALUATION of personnel should be based on roles, indicators and competencies.

Status:

- ☐ Fully realized
☐ Partially realized
☐ Not in place

Training reflects a preservice-inservice continuum and involves a number of providers.

Y N

Training is consistent with the State vision and reflects practices inherent in Program and Personnel Standards.

Y N

Training supports research findings and incorporates best practices in the content, teaching methods and use of technology.

Y N

Training is highly individualized to enable personnel to attain competencies appropriate for their work scope.

Y N

Training is ongoing and delivered at the work site of the individual as much as possible to increase relevance.

Y N

Training is coordinated and builds on itself and allows for mastery at the end of the training experience.

Y N

Individuals are able to determine whether they have the prerequisite knowledge and experience for specific training events.

Y N

Training is approved for the credentialing process.

Y N

Training relates directly to behavioral outcomes measured in competency statements.

Y N

Training includes supervised practicum components.	Y	N	
Training plans involve input from multiple stakeholders.	Y	N	
Training is evaluated on an on-going basis.	Y	N	
Element 10. An ASSURANCE PROCESS such as credentialing or certification is in place.			Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs		Comments
Individual assessment, compilation of documents and experiences into a portfolio, attendance at training events, and meetings with one's supervisor can lead an individual through the certification process.	Y	N	
There are provisions for updating personnel once they are credentialed. The process is in line with the State's vision and program/personnel standards.	Y	N	
The state has alternative ways to reward or recognize personnel performance. These might include: coming off the initial probation period for beginning employees, job advancement, special opportunities (e.g., mentoring or attending specialized training for advanced practitioners), recognition from supervisor/mentor, recognition at statewide meeting or in newsletters.	Y	N	

Element 11. <i>IMPLEMENTATION OF A SERVICE DELIVERY SYSTEM</i> which reflects the state vision and standards is accomplished by integration of all elements.		Status: ☐ Fully realized ☐ Partially realized ☐ Not in place
Practices Indicators	Occurs	Comments
With the integration of all ten of these elements, individuals delivering services should have the resources, skills and supports to carry out the vision for infants and toddlers and their families.		

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Appendix B

Sample Dissemination Activities

- Pathways Service Coordination Project: Product Brochure
- Pathways: Training Institute on Early Intervention Service Coordination brochure for June 26-28, 1996
- Pathways 2nd Annual Summer Training Institute brochure for June 18-20, 1997
- Pathways 3rd Annual Summer Training Institute brochure for June 24-26, 1998
- Pathways Service Coordination Project Newsletter dated October 1996
- Pathways Newsletter dated May 1997
- Pathways Newsletter dated December 1997
- SCO Newsletter of the Wisconsin Service Coordination Organization Winter 1999



**PATHWAYS:
SERVICE
COORDINATION
PROJECT**

***Innovative &
Interactive Resources
for
Early Intervention
Service Coordination***

- TRAINING & RESOURCE GUIDE
 - TRAIL MIX 
 - VIDEO & COMPANION GUIDE
 - WEB SITE
- CORRESPONDENCE COURSE

Pathways is funded by the U.S. Department
of Education, Office of Special Education
and Rehabilitation Services.

**PATHWAYS TRAIL MIX:
A COLLECTION OF IDEAS AND
TRAINING ACTIVITIES IN EARLY
INTERVENTION SERVICE
COORDINATION (1998)**

NEW

**An exciting new resource for those
involved in training.**

A collection of activities that can be useful in the development or enhancement of competencies in early intervention service coordination for parent and provider inservice training and interdisciplinary and discipline specific preservice courses.

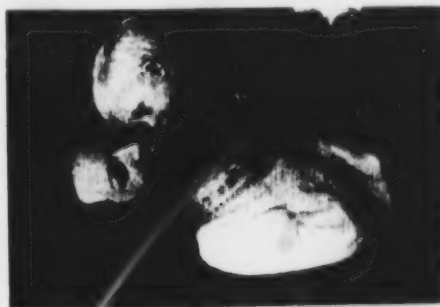


Each Trail Mix activity includes:

- The purpose of the activity
- The approximate time needed
- Instructions to guide the activity
- Talking points or discussion questions
- Necessary handouts

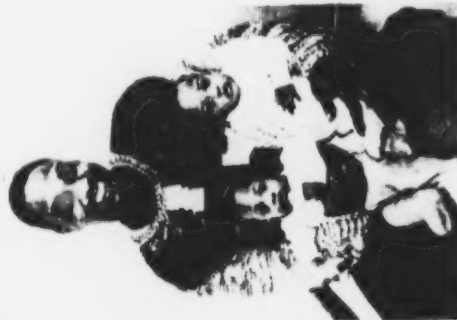
PRICE: 1-2 copies \$35; 3-9 copies \$30;
10+ quantities \$25. All prices include
shipping and handling.

PATHWAYS: A TRAINING & RESOURCE GUIDE FOR ENHANCING SKILLS IN EARLY INTERVENTION SERVICE COORDINATION (1996)



A rich source of activities, stories, resources, and references.

- This comprehensive guide discusses multiple aspects of service coordination, such as parent and professional partnerships, the Individualized Family Service Plan (IFSP), communication and conflict management skills, identifying and accessing resources, interagency collaboration, transitions, support for the service coordinator and the service coordinator as an agent of change.
- Bound in a convenient, three-ring binder, the guide contains 215 pages, 27 handouts in a separate section at the end, and is illustrated with 24 photographs. A treasure of material presented in a pleasing and easy-to-read format.



Four self-contained, yet integrated sections:

- **Section I:** Early Intervention Service Coordination: Definitions, Models, Views and Visions
- **Section II:** The Pathways Framework for Enhancing Service Coordination Skills and Knowledge
- **Section III:** Personal and Interpersonal Skills for Service Coordination
- **Section IV:** Putting it all Together: Integrating Service Coordination Skills and Knowledge

Skills organized around the Pathways framework for service coordination:

- Choosing the Pathway: Getting started in the IFSP process
- The Journey: Follow along with families
- Detours Along the Way: Responding to immediate needs or crisis
- Changing Pathways: Facilitating transitions

PRICE: 1-2 copies \$35; 3-9 copies \$30; 10+ quantities \$25. All prices include shipping and handling.

PATHWAYS IN EARLY INTERVENTION SERVICE COORDINATION: A VIDEO & COMPANION GUIDE (1996)

A stimulating way to map challenges and solutions.

This 30-minute training videotape illustrates some of the personal challenges in the provision of early intervention service coordination. It features—

- An interactive problem-solving format
- Four realistic vignettes highlight issues corresponding to the Pathways framework for service coordination
- A companion guide supporting individual or group involvement



This video has numerous applications for faculty and trainers alike—

- Helpful talking points
- Provocative discussion questions

PRICE: \$80.00 (includes shipping/handling)

**PATHWAYS TO EFFECTIVE
SERVICE COORDINATION FOR
INFANTS AND TODDLERS WITH
DISABILITIES AND THEIR FAMILIES:
AN INDEPENDENT LEARNING
COURSE (C896-200) (1997)**

Pathways staff developed a correspondence course with content organized into three sections. Participants will learn: foundations of service coordination; roles and responsibilities of service coordination; and effective skills in service coordination.

Participants work at their own pace, set individual goals for the course, practice skills presented in written materials and reflect upon their experiences. Participants develop an individualized learning plan and keep a journal to record written assignments throughout the course.

COST: \$186, which includes a course text, videotape and supplemental reader.
CONTINUING EDUCATION CREDIT: 5 CEUs

For registration information, contact:
Independent Learning
University of Wisconsin-Extension
1-800-442-6460 or 608-262-2011

**PATHWAYS: SERVICE
COORDINATION PROJECT WEB
SITE**

<http://www.waisman.wisc.edu/earlyint/pathways>

Visit our Web site to find:

- Information about Pathways events and products; sampling of the curriculum and other resources; links to related Web sites; and opportunities to network with others across the nation.

ORDER FORM

Name _____

Organization/Agency _____

Address: _____

City, State, Zip _____

Telephone (day) _____

***Pathways: A Training & Resource
Guide for Enhancing Skills In Early
Intervention Service Coordination***

PRICE: 1-2 copies \$35 each; 3-9 copies
\$30 each, 10+ copies \$25 each
(includes shipping/handling) QUANTITY _____

***Pathways Trail Mix: A Collection
of Ideas and Training Activities in
Early Intervention Service
Coordination***

PRICE: 1-2 copies \$35 each; 3-9 copies
\$30 each, 10+ copies \$25 each
(includes shipping/handling) QUANTITY _____

***Pathways in Early Intervention
Service Coordination***

(Video and Companion Guide)
PRICE: \$80.00
(includes shipping/handling) QUANTITY _____

WI residents add 5.5% sales tax _____

TOTAL _____

For further information:

Phone (608) 265-2063, Fax (608) 263-0529

Email - pathways@waisman.wisc.edu

<http://www.waisman.wisc.edu/earlyint/pathways>

Please send agency purchase order or check only.

PO# _____

(Pathways Tax ID# is 39-1805963)

■ Checks should be made out to:
Pathways -Waisman Center

■ Send your check and this form to the
address on mailing flap of this brochure.

**PATHWAYS:
TRAINING INSTITUTE
ON EARLY
INTERVENTION
SERVICE
COORDINATION**



**JUNE 26-28, 1996
MADISON, WISCONSIN**

Sponsored by
Pathways: Service Coordination Project
Early Intervention Program—
Waisman Center

University of Wisconsin-Madison
1500 Highland Avenue, Room 231
Madison, WI 53705-2280

ABOUT THE INSTITUTE

This Institute will provide an exciting forum for learning and exchanging ideas about training in early intervention service coordination with colleagues from across the country. The newly published curriculum guide, **Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination** and videotape **Pathways for Early Intervention Service Coordination** will provide the foundation for this three-day Institute. The Institute is for those who want an in-depth experience with the curriculum content, including opportunities to: (1) apply a portion of the curriculum for personal use, (2) adapt the materials, and (3) try out some of the activities in a supported setting.

PATHWAYS SERVICE COORDINATION TRAINING CURRICULUM

About the Curriculum Guide: The guide includes a comprehensive look at multiple aspects of service coordination such as:

- | | |
|----------------------------------|---|
| -Definitions, Views and Vision | -Strategies for the IFSP Process and Document |
| -Communication and Team Building | -Resource Mapping |
| -Encountering Conflict | -Accessing the World Wide Web |
| -Organizational Strategies | -Support for the Service Coordinator |
| -Leadership Skills | -Service Coordinator as Change Agent |

The training guide includes activities, stories, resources, and references and has an interactive focus throughout. The integration and application of skills are organized around four aspects of service coordination:

- | | |
|--|---|
| -Getting Started with Families | -Responding to Immediate and Urgent Needs |
| -Follow-along and Implementation of the IFSP | -Transitions in Early Intervention |

About the Video: The video shows vignettes highlighting the four aspects of service coordination. The video is interactive, requiring reflection and active participation in problem solving. A companion guide is included to support individual and group involvement.

All participants will receive a copy of the training guide and videotape.

WHO SHOULD ATTEND?

This Institute is relevant for people who want to improve their skills in training, supervision and support for early intervention service coordinators. This includes:

- People who provide individual, staff or group supervision and mentoring as well as those who are responsible for inservice and preservice training.
- Parents who support other parents through groups, organizations or informally will also benefit from this institute.

Participants are encouraged to attend all three days for the most comprehensive experience with the curriculum and implementation practices. Those who would like an overview of the training curriculum and its various applications have the option to attend only the first day.

WORKSHOP CONTENT

Day 1 (8:30-4:30)

Pathways Curriculum: An Introduction

- Content and Training Materials
- We are all Trainers—Service Coordinators, Program Coordinators, Parents and Faculty
- We are all Learners—Training Techniques and Skills
- Demonstration of Curriculum Content and Activities
- Exploration of Various Applications

Day 2 (8:30-4:00)

Pathways Curriculum: Close Up

- In-depth Work with Curriculum Content and Activities
- More Demonstrations
- Group Development and Adaptation of Curriculum Activities
- Suggestions for Giving and Receiving Feedback

Day 3 (8:30-12:30)

Pathways Curriculum: Your Turn

- Group Presentations of Curriculum Activities
- Feedback from the Group
- Trouble Shooting and Questions
- Institute Evaluation

Don't miss this opportunity to interact with colleagues interested in service coordination and get your copies of the newly developed, innovative training curriculum.

- Workshop location was selected on the basis of accessibility of facilities. If you need special accommodations, contact Melanie Schneider.

ABOUT THE FACULTY

Collectively, Pathways' staff have been working to develop innovative training in early intervention service coordination over the past 6 years. The development of the curriculum has been guided by broad-based input from parents, practicing service coordinators, other early intervention providers, state agency personnel, and trainers in Wisconsin and nationally. The Pathways materials have been successfully used in multiple locations using various formats including distance technology for audiences ranging from undergraduate university students to experienced service coordinators and parents.

The interdisciplinary staff of Pathways Service Coordination Project will facilitate this Institute. Pathways is supported through federal inservice and outreach grants funded by the Department of Education and Rehabilitation Services and is part of the Early Intervention Program at the Waisman Center University Affiliated Program.

Meredith Green has extensive experience in adult education and training, as well as social work and early childhood education. She is the parent of three grown children.

Liz Hecht, the parent of two children, including one with multiple challenges is a parent facilitator and trainer for Pathways.

Sue Robbins has extensive background as previous Part H coordinator for Wisconsin and has supported the development of Pathways materials and their use in Wisconsin. She has experience as a trainer and educator in early intervention.

Peggy Rosin, a speech and language pathologist, is Coordinator of the Pathways Project and co author of the book *Partnerships in Family Centered-Care: A Guide to Collaborative Early Intervention*. (Linda is also a co-author.)

Linda Tuchman, a special educator by background, is Coordinator of Wisconsin's Birth to Three Personnel Development Project and on staff of Pathways.

GENERAL INFORMATION

Workshop Location

University of Wisconsin Memorial Union,
Located in the heart of campus on Lake Mendota
in Madison, Wisconsin.

Additional travel information will be sent to registrants.

Lodging

Madison Inn (located 2 blocks from the
Memorial Union)

610 Langdon St.

608-257-4391

Make your reservations directly with the hotel by
May 25. Identify yourself as a participant in the
UW Madison, Waisman Center Institute and ask for
the state conference rate (\$49 single, \$54 double).

Registration

Institute Fees: Professionals-Full conference
\$150, One day \$80; Parents-Full conference
\$100, One day \$50.

Fees include: registration, materials (curriculum
guide, videotape and companion guide, and other
workshop materials), continental breakfast and
snacks on all three days, and lunch on June 26.

Registration Deadline: May 31, 1996

Late Registration Fee: Add \$10

Parent Scholarships

Limited number of scholarships are available
for parents. Parents can apply by completing
this registration form or calling Pathways.

Credit

Participants will receive a Certificate of
Participation to document Institute atten-
dance. In addition participants can receive
clock hours from the Wisconsin Department
of Public Instruction

For more information please contact:

Melanie Schneider at 608/265-2063 or
800/532-3321, or send an e-mail message to
pathways@waisman.wisc.edu.

FAX #: 608-263-0529.

<http://www.waisman.wisc.edu/earlyint/pathways>

REGISTRATION FORM

Name

Organization/Agency

Street Address

City, State, Zip

[Check here if ☐ work or ☐ home address]

Telephone (days)

____ Professional/Position _____

____ Parent

____ Both

I would like to register for:

____ Full Three Day Institute (\$150 professional,
\$100 parent)

____ First Day Only (\$80 professional, \$50 parent)

____ I would like to be considered for a parent
scholarship; please contact me to discuss
what is available.

Special Needs (diet, accessibility, interpreter)

Send registration form and check to:

Waisman Center-Pathways

Attention: Melanie Schneider, Rm. 231

1500 Highland Ave.

Madison, WI 53705-2280

FAX: 608-263-0529

Purchase orders accepted:

PO# _____

► Duplicate this form as needed for
parents and other team members.

**EMERGING TRENDS
AND ISSUES IN
EARLY INTERVENTION
SERVICE COORDINATION**



**2ND ANNUAL SUMMER
TRAINING INSTITUTE
JUNE 18-20, 1997
MADISON, WISCONSIN**

SPONSORED BY

Pathways: Service Coordination Project
Early Intervention Program—
Waisman Center
University of Wisconsin-Madison
1500 Highland Avenue, Room 231
Madison, WI 53705-2280

IN COLLABORATION WITH

Wisconsin's Birth to Three Program

ABOUT THE INSTITUTE

This exciting Institute explores emerging trends and their impact on the evolving role of service coordination in early intervention. National experts will join Pathways staff in introducing and providing insightful and provocative commentary on conference topics.

After each plenary session, participants will engage in focused discussion forums. These sessions will provide the opportunity to delve more deeply into the topic and issues introduced in the plenary session. Participants will have the opportunity to share with and learn from colleagues across the country.

Through small group sessions participants will work toward finding strategies, solutions and applications for their own community.

Schedule

Day 1 – Wednesday, June 18
8:30 a.m. - 4:30 p.m.

Day 2 – Thursday, June 19
8:30 a.m. - 4:30 p.m.

Day 3 – Friday, June 20
8:30 a.m. - 12:30 p.m.

A continental breakfast will be provided each morning at 8:00 a.m. Lunch on the first day is included in the registration.

A lab for Internet and WWW will be offered during the concurrent sessions on Thursday afternoon. Preregistration is required for this session.

WHO SHOULD ATTEND?

Topics will be relevant to service coordinators, family members, program coordinators and administrators at the state and local level.

TRENDS AND ISSUES TO BE HIGHLIGHTED

Day 1

- **Early intervention and the community connection—**
issues related to fully utilizing community resources and supports in the provision of early intervention services

Day 2

- **Ongoing supervision, training, and support for the service coordinator—**
ideas for setting up processes to keep service coordinators up-to-date and feeling supported
- **Families and service coordinators: a mentoring relationship—**
techniques to facilitate the transfer of skills and knowledge
- **Emerging information technologies: how to use the Internet and WWW to make the job easier—**
demonstrations and applications of technology for families, service coordinators, and administrators

Day 3

- **Implications of varying models of service coordination for families, providers, and systems—**
strategies for change and for working within existing models
- **Future and emerging trends—**
discussion of potential impacts of national policy shifts, reauthorization of IDEA, welfare and health care reform

ABOUT THE FACULTY

Joicey Hurth, Ph.D. is an Associate Director with the National Early Childhood Technical Assistance System (NEC-TAS). Joicey consults with state agencies on the implementation of Part H of IDEA and the development of state TA systems. She also directs technical assistance for projects funded by the Early Education Program for Children with Disabilities, US Dept. of Education.

George Jesien, Ph.D. is Director of the Pathways Service Coordination Project and the Waisman Center Early Intervention Program. He has had extensive experience in early intervention including direct service, program management, interdisciplinary personnel training, and policy development. Over the last few years he has become increasingly involved in the uses of emerging information technologies of the Internet and the World Wide Web (WWW).

Lou Landry is president of FOCUS_A, a company specializing in organizational development. In addition to his consulting business, he co-directs a large Head Start program in southwestern Idaho. Lou has worked with diverse organizations throughout the United States including numerous state government agencies and human service organizations. He directed state government programs for persons with disabilities, including the early intervention program, in New Mexico and Colorado.

Pathways Project Staff have been providing innovative training and individualized technical assistance in early intervention service coordination over the past six years across the country. The following project staff will serve as faculty for this Institute:

Meredith Green has extensive training experience with human service programs ranging from drug and alcohol abuse prevention to community integration programs for adults with disabilities.

Liz Hecht, the parent of a child with multiple challenges, has provided training and technical assistance to direct service programs and state agencies on a wide variety of topics related to early intervention service coordination.

Sue Robbins has extensive background as the previous Part H coordinator for Wisconsin and has supported the development of Pathways materials and their use in Wisconsin and other states.

Peggy Rosin, coordinator of the Pathways Service Coordination Project is also a skilled speech and language pathologist. She has had a wealth of experience in direct service, personnel preparation and project management. She has written numerous articles and is the co-author of the book *Partnerships in Family Centered-Care: A Guide to Collaborative Early Intervention*.

GENERAL INFORMATION

Workshop Location

Madison Concourse Hotel and Governor's Club
1 West Dayton Street, Madison, WI 53703
1-800-356-8293

The Concourse Hotel is located in the heart of Madison's downtown within easy walking distance of State Street and the University campus.

Make your reservations directly with the hotel by May 17, 1997. Identify yourself as a participant in the UW-Madison, Waisman Center Institute. Conference Room rates are \$79 for single occupancy and \$89 for double occupancy plus state and local taxes. If applicable, ask for the Wisconsin state employee rate. Additional options for hotels and travel information will be sent to participants when you register for the Institute.

Madison offers complete airport facilities within 20 minutes of the hotel. Complimentary transportation services are available to the Concourse via their airport shuttle.

Registration

Institute Fee: \$150

Fee includes registration, conference materials, continental breakfast and snacks on all three days, and lunch on June 18.

Registration Deadline: May 28, 1997

Parent Scholarships

A limited number of full and partial scholarships are available for parents who need support to attend. Parents can apply by calling Pathways at 1-800-532-3321.

Credit

Participants will receive a certificate of participation to document Institute attendance. In addition participants can receive clock hours from the Wisconsin Department of Public Instruction.

- For more information please call Melanie Schneider at 608/265-2063 or 800/532-3321, or send an e-mail message to pathways@waisman.wisc.edu.
FAX #: 608-263-0529.
Institute information/registration is available at <http://www.waisman.wisc.edu/earlyint/pathways>

REGISTRATION FORM

Name _____

Organization/Agency _____

Street Address _____

City, State, Zip _____

Telephone (days) _____

____ Professional/Position _____

____ Parent _____

____ Both _____

____ Check here to register for the hands-on computer lab associated with Emerging information technologies: How to use the Internet and WWW to make the job easier to be held on Thursday, June 19th from 1:30 to 4:00 p.m. You must preregister due to limited space.

____ Special Needs (diet, accessibility, interpreter) _____

Send registration form and check to:

Waisman Center-Pathways
Attention: Melanie Schneider, Rm. 231
1500 Highland Ave.
Madison, WI 53705-2280
FAX: 608-263-0529

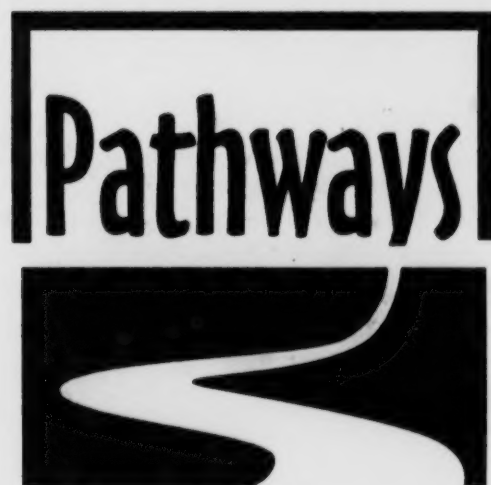
Purchase orders accepted: _____

PO# _____

We are unable to accept credit cards.

- Duplicate this form as needed for parents and other team members or register through our Web page

**OUTCOMES OF EFFECTIVE
SERVICE COORDINATION:
MAKING IT HAPPEN**



**3RD ANNUAL SUMMER
TRAINING INSTITUTE
JUNE 24-26, 1998
MADISON, WISCONSIN**

SPONSORED BY

Pathways: Service Coordination Project
Early Intervention Program—
Waisman Center
University of Wisconsin-Madison
1500 Highland Avenue, Room 231
Madison, WI 53705-2280

IN COLLABORATION WITH

Wisconsin's Birth to Three Program

ABOUT THE INSTITUTE

This exciting Institute takes a critical look at outcomes of effective service coordination and the implications for practice. National experts will join Pathways staff and practitioners in the field in introducing and providing insightful and provocative commentary on different aspects of effective service coordination.

A combination of plenary sessions and focused discussion groups will provide participants an opportunity to delve deeply into the topic and issues introduced throughout the Institute. Participants will be able to share with and learn from colleagues across the country.

Through small group sessions participants will work toward finding strategies, solutions and applications for their own communities.

SCHEDULE

Day 1 – Wednesday, June 24
8:30 a.m. - 4:30 p.m.

Day 2 – Thursday, June 25
8:30 a.m. - 4:30 p.m.

Day 3 – Friday, June 26
8:30 a.m. - 12:30 p.m.

A continental breakfast will be provided each morning at 8:00 a.m. Lunch on the first day is included in the registration.

WHO SHOULD ATTEND?

Topics will be relevant to service coordinators, family members, program coordinators and administrators at the state and local level who work with young children and families.

TOPICS TO BE HIGHLIGHTED

TOPICS OF EFFECTIVE SERVICE COORDINATION

Lisbeth Vincent will facilitate discussion and exploration of outcomes of effective service coordination from a variety of perspectives, the relationship between outcomes and direct practice, and the implications for personnel training and development.

STRATEGIES AND TOOLS FOR WORKING IN THE SYSTEM

Larry Edelman will share strategies on collaboration and provide practical information, tools, and activities that focus on change within programs and systems. Participants will have an opportunity to evaluate their role and to develop a personal vision for themselves as change agents in early intervention.

IMPLICATIONS FOR PRACTICE

Pathways staff and practitioners in the field will facilitate discussion on:

- Alternative Methods for Reaching, Training and Supporting Service Coordinators
- Translating Outcomes into Everyday Practice and the IFSP
- Implications of Service Coordination Models on Achieving Outcomes
- Responding to Families That Don't "Fit" the System
- How to Nurture Ourselves While Getting the Job Done

ABOUT THE FACULTY

Lisbeth Vincent

Ms Vincent is currently a professor at the University of Montana, Missoula and serves as a consultant to numerous local and state departments of health and education. Lisbeth is a long time advocate for families and children with disabilities as well as a teacher and mentor for many of us in the field. As president and executive board member of the Division of Early Childhood of the Council for Exceptional Children, she was instrumental in the development and passage of PL 99-457 (Part H). Lisbeth has been the principal investigator on numerous federal projects, and has directed both inservice and preservice interdisciplinary training activities. She is a dynamic and enthusiastic speaker whose vision is always grounded in the direct experience of families.

Larry Edelman

Larry is currently Senior Instructor at the University of Colorado Health Science Center and Director of Community Outreach and Collaboration for the Colorado UAP. He has developed innovative training programs in family-centered care and service delivery and field tested them with service providers and families from across the country. As a training and organizational development specialist, he has worked with a broad array of public and private providers, as well as parent and advocacy organizations. He brings a wealth of experience and ideas to participants at the institute. Larry is an exceptional trainer whose presentations always challenge our thinking while his strategies for change give us new ideas and energy to move forward.

Pathways Project Staff have been providing innovative training and individualized technical assistance in early intervention service coordination over the past five years across the country. The following project staff will serve as faculty for this Institute:

Meredith Green has training experience with a variety of human service programs, including four years with the Pathways Project developing materials and providing national training on effective service coordination.

Liz Hecht, the parent of a child with multiple challenges, has provided training and technical assistance to direct service programs and state agencies on a wide variety of topics related to early intervention service coordination.

Sue Robbins has extensive background as the previous Part H coordinator for Wisconsin and has supported the development of Pathways materials and their use in Wisconsin and other states. Most recently she has provided training and technical assistance on service coordination to a national audience.

ADDITIONAL INFORMATION

- Please call Melanie Schneider at 608/265-2063 or 800/532-3321, or
- Send an e-mail message to pathways@waisman.wisc.edu
- FAX #: 608-263-0529.
- Web: <http://www.waisman.wisc.edu/earlyint/pathways> (Institute information/registration available)

GENERAL INFORMATION

Workshop Location

Madison Concourse Hotel & Governor's Club
1 West Dayton Street
Madison, WI 53703
1-800-356-8293

The hotel is located in the heart of Madison's downtown within easy walking distance of State Street and the University campus.

Make your reservations directly with the hotel by May 23, 1998. Identify yourself as a participant in the UW-Madison, Waisman Center Institute. Conference Room rates are \$82 for single occupancy and \$92 for double occupancy plus state and local taxes. If applicable, ask for the Wisconsin state employee rate. Additional options for hotels and travel information will be sent to participants when you register for the Institute.

Madison offers complete airport facilities within 15 minutes of the hotel. Complimentary transportation services are available to the Concourse via their airport shuttle.

Registration

Institute Fee: \$160

Fee includes registration, conference materials, continental breakfast and snacks on all three days, and lunch on June 24th.

► Registration Deadline: June 5, 1998

Parent Scholarships

A limited number of full and partial scholarships are available for parents who need support to attend. Parents can apply by calling Pathways at 1-800-532-3321.

Credit:

Participants will receive a Certificate of Participation to document Institute attendance. In addition participants can receive clock hours from the Wisconsin Department of Public Instruction.

REGISTRATION FORM

Name _____

Organization/Agency _____

Address _____

City, State, Zip _____

Telephone (days) _____

____ Professional/Position _____

____ Parent _____

____ Both _____

____ I have concerns and interests which I hope this institute will address. These are:

____ Special needs
(diet, interpreter, accessibility)

Send registration form and check to:

Waisman Center-Pathways
Attention: Melanie Schneider, Room 231
1500 Highland Ave.
Madison, WI 53705
FAX: 608-263-0529

Purchase orders accepted:

PO# _____

We are unable to accept credit cards.

► Duplicate this form as needed for parents and other team members or register through our Web page

Pathways

Service Coordination Project

October 1966

About our project...

Collaborates...

...works together...

Key Stakeholders...

...state personnel, parents,
providers, and faculty...

Training...

...based on backgrounds
and needs...

Technical Assistance...

...support on issues related
to service coordination...

Early Intervention...

...a family-centered system for infants
and toddlers with special needs...

Service Coordination...

...helps families locate, access,
and coordinate a network of
supports and services...

BEST COPY AVAILABLE

S TATE TRAINING AND TECHNICAL ASSISTANCE PLAN (STTAP) —THE ITINERARY

Pathways staff work with participating states to develop a STTAP addressing each state's objectives and priorities.

- A variety of training and support options are available through Pathways.
- Each state identifies the participants for training. This could include:
 - individual trainees (e.g., service coordinators and providers, parents, faculty, state and agency representatives, state trainers);
 - specific training sites (e.g., early intervention programs, health or social service agencies); and
 - the state itself (e.g., State Plan Team).
- Customized training allows each state to address specific cultural, linguistic or racial minority groups within their state.
- States where Pathways has worked include: Florida, Illinois, Iowa, Mississippi, New Jersey, New Mexico, and Wisconsin.

Philosophy—The Guideposts

Parent-Professional Partnership

Family-centered early intervention practices occur when partnerships are formed between parents and professionals. Parents participate at all levels, including serving as trainers, as advisory committee members, and as training participants.

Participant-Centered Training

Adults learn best when they guide their own learning. Individual needs are met through self-assessment, problem solving, individualized plans, field-based experiences, and ongoing support.

Collaboration

Collaboration means a mutual commitment to a goal. Pathways works with states to tailor training and technical assistance to meet the needs of the state or program.

TRAINING OPTIONS —PLACES TO EXPLORE

Workshops and Institutes—Options for Training Current Service Coordinators

- individualized training focused on a service coordination topic
- a series of trainings to cover content identified by the state
- "Training of Trainers" workshops for trainers interested in using or adapting the Pathways curriculum
- presentation of training through distance technology

Higher Education—Options for Training Future Service Coordinators

- adapt Pathway's curriculum for semester-long course (e.g., university, college, continuing education, certification)
- infuse Pathway's curriculum into existing or new course offerings
- develop service coordination modules to be used for a portion of the semester
- adapt curriculum for use with distance technologies

TECHNICAL ASSISTANCE—TOUR GUIDES

Technical assistance can take many forms and be targeted at state, program, or participant level needs.

State issues have included:

- moving toward a new vision of a family-centered system
- responding to cultural and geographic diversity
- building the state's capacity to support its service coordinators
- training for newly hired and seasoned service coordinators
- developing competencies for service coordinators

Pathways staff can:

- facilitate problem solving
- share information about how other programs address issues and develop approaches to service coordination
- provide consultation on the development and design of training
- identify resources and develop materials related to the service coordination needs of the state
- assist states in the adaptation of materials
- work with a state's technical assistance providers

If you're interested in
working with us, give us a
call — (608) 265-2063

TRAINING MATERIALS —TRAVEL INFORMATION

Pathways has developed a number of innovative and interactive resources for enhancing competency in early intervention service coordination.

Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination

The guide provides a comprehensive look at multiple aspects of service coordination. Training activities and resources follow each section. Trainers will find this to be a rich source of activities, stories, resources, and references for enhancing skills in early intervention service coordination.

Pathways in Early Intervention Service Coordination: A Video and Companion Guide

The 30-minute training video presents four realistic vignettes that highlight critical issues in service coordination. An interactive problem-solving format is used to map challenges and solutions to the situations presented. A companion guide is included to support individual or group involvement.

Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course

Pathways staff developed a correspondence course with content organized into three sections: (1) Foundations of Service Coordination; (2) Roles and Responsibilities of Service Coordination; and (3) Effective Skills in Service Coordination. Participants set individual goals for the course, practice skills presented in written materials, and keep a journal to record written assignments and reflect upon their experiences. Course # C896 - 200.

For information on the guide and video, contact the Pathways Service Coordination Project. For enrollment information for the correspondence course, call 1-800-442-6460.

Pathways: Service Coordination Project—WEB SITE

Visit our Web site that is currently under construction and continually updated.
You will find:

- information about our Project, events and products
- sampling of the curriculum and other resources
- links to related Web sites
- opportunities to network with others across the nation

The Pathways Project is funded by the U.S. Department of Education, Office of Special Education Programs and is housed at the Waisman Center, the University Affiliated Program (UAP), at the University of Wisconsin-Madison.

For Further Information

Pathways: Service Coordination Project
Peggy Rosin, Project Coordinator
Waisman Center, Early Intervention Program

Room 231, 1500 Highland Avenue
Madison, WI 53705
Phone: (608) 265-2063
Fax: (608) 263-0529
Email: pathways@waisman.wisc.edu
<http://www.waisman.wisc.edu/earlyint/pathways>





Service Coordination Project

No. 2 May 1997

STATE ACTIVITIES & EMERGING ISSUES

This newsletter summarizes the Pathways Project's outreach activities and provides those interested in early intervention service coordination with what's happening across the country. The Pathways Project currently works with nine states: **Florida, Kentucky, Idaho, Iowa, Mississippi, New Jersey, New Mexico, West Virginia, and Wisconsin.** Pathways staff participates in a wide variety of activities—from technical assistance to state personnel involved in systems development to on-site training of direct service staff and parents. Training activities and materials are individualized depending on the identified objectives and audience. A State Training and Technical Assistance Plan (STTAP), collaboratively developed with each state, identifies specific outcomes and defines the parameters of the training and technical assistance Pathways will be providing. Some of the emerging issues and challenges across states are:

- Identifying a curriculum for both beginning and veteran service coordinators.
- Identifying a cadre of trainers within the state.
- Developing an ongoing network of support for service coordinators.
- Fitting early intervention service coordination into existing case management systems.
- Identifying service coordination competencies and relating it back to training needs.
- Exploring cross training of service coordinators with other case managers.
- Struggling with how service coordination will fit into the managed care system.
- Remaining family-centered in light of systems issues (e.g., caseloads, resources).
- Evaluating how service coordination is working at the state, program and family level.



The Pathways Project is funded by the U.S. Department of Education, Office of Special Education Programs and is housed at the Waisman Center, the University Affiliated Program (UAP), at the University of Wisconsin-Madison.

STATE ACTIVITIES

Each states' State Training and Technical Assistance Plan's outcomes are listed followed by a brief description of activities within the state.

Florida

- Increase the availability of training materials.
- Develop additional training options.
- Build state capability to provide effective service coordination.

Florida is seeking to expand its training for all early intervention staff, including service coordinators. Because of the large number of staff to be trained and limited resources, Florida faces some particular challenges. An initial statewide training "Family Centered Service Coordination" was provided using video conferencing capability. Other strategies being explored include increasing the involvement of higher education faculty in training, development of training curriculums that might be used by a variety of trainers in the state, and "piggybacking" a training for service coordinators as a pre-conference day prior to their statewide early intervention conference.

Idaho

- Identify the outcomes and indicators of effective service coordination.
- Identify the skills and supports service coordinators need to achieve these outcomes.
- Revise, modify, or adapt service coordination training to address the skills needed to achieve these outcomes.

Idaho is developing a set of outcomes and indicators of effective service coordination that will be used to guide training activities. Key stakeholders met with Pathways staff to develop a vision and corresponding outcomes and indicators that would be used to assess progress towards the vision of effective service coordination. Next steps will be to design training that can support service coordinators acquiring the skills and knowledge needed in meeting the outcomes.

Check out our Website to sample the Pathways curriculum or call for more information about the Pathways training materials (guide, video, correspondence course).

Iowa

No STTAP outcomes are listed because Iowa is not "formally" an outreach state with the project. However, personnel from Iowa have attended Pathways events and we have maintained communication on a number of issues. In addition, Pathways staff was invited to work with the Iowa's technical assistance team, which represents Part H from the Department of Education, the Department of Public Health, the Department of Human Services, and Child Health Specialty Clinics. A statewide conference using Iowa's state-of-art distance technology network was held in the spring of 1996. Over two hundred participants from 20 sites were linked together for a four hour inservice training.

Kentucky

- Enhance Kentucky's technical assistance teams' ability to provide training to service coordinators.
- Develop training strategies for administrators of service coordination units.
- Develop advanced training modules that will enhance the skills of service coordinators.

Existing parent-professional regional training teams are interested in incorporating four new areas from the Pathways curriculum into their statewide trainings. Pathways staff conducted four training sessions for trainers in the areas of: transfer of skills, team functioning, taking care of yourself, and follow along with families. Kentucky is also interested in developing training for supervisors, program directors and in developing ways to individualize training sessions on a more regional basis.

Mississippi

- Assist state level service coordinator in orientation to new position.
- Develop additional training resources (e.g., materials and trainers).
- Assist in the development of service coordination competencies.

In Mississippi, the project is working collaboratively with the Part H Coordinator and staff from the Institute on Disabilities Studies at the University Affiliated Program (UAP) to enhance training resources and to develop competencies that service coordinators will meet within the first year of employment. A Pathways staff member was the keynote speaker and a session leader at a

statewide conference for service coordinators. The keynote session was "Taking Care of Yourself; It's Essential" and the smaller group session presentation was "Family Assessment: Exploring Families' Concerns, Priorities, and Resources."

New Jersey

- Identify the training needs of service coordinators.
- Develop a year-long training plan that will met their identified needs.
- Identify trainers who will support the training plan and provide the training.
- Build state capability to provide ongoing training.

Pathways staff, NJ planners and regional training teams are developing and conducting four required trainings for service coordinators. Topics include: taking care of yourself; building partnerships; and building healthy teams. The fourth training topic is not set. Each training is repeated three times in different regions of the state. The state is encouraging and supporting the attendance of parents at all of the trainings. A training of trainers model is being used where NJ training teams gradually take over the facilitation of each training. Supplemental training materials are being developed on each of the four training topics to support follow-up inservice training within programs.

New Mexico

- Build the state's capacity to provide training and technical assistance to service coordinators.
- Plan, implement, and evaluate content and process for service coordination training series.
- Explore methods of "certification" for service coordinators to ensure competent personnel.

A statewide needs assessment was used by the NM planning team to prioritize training needs. A unique approach to reducing the redundancy in training across systems will be tried through a statewide conference that will bring together service coordinators and case managers from both child and adult service systems. Participants in the statewide training will make a plan of action and work with a "buddy" between the statewide training session and follow-up through a regional training.

West Virginia

- Develop a cadre of mentors or facilitators within local programs who can support new staff in the area of service coordination.
- Improve the knowledge base of these mentors or facilitators in early intervention service coordination.
- Enhance each program's ability to work toward systems change.

West Virginia is developing a group of program mentors or facilitators who will be available to support early intervention staff. This spring and summer, Pathways will work with these mentors to enhance their knowledge of service coordination content and issues that can be applied through their mentoring role. Following this on-site training, Pathways staff will be available to assist the mentors in problem-solving issues related to service coordination. A follow-up on-site day will be held.

Wisconsin

- Collaborate with Birth to Three staff to develop and support a statewide organization of early intervention service coordinators.
- Assist the state in developing a variety of options for institutionalizing an orientation for service coordinators.
- Enhance the service coordination skills of "veteran" service coordinators.

In Wisconsin, two county-wide service coordination trainings have been completed. Pathways staff holds monthly or bimonthly discussions on service coordination with parents and service coordinators from the southeastern region of the state. Topics for discussion are selected by participants. Plans are underway to use this model of support and information sharing with other regions in the state. In progress is the development of a self-assessment, Individual Learning Plan and associated skill building opportunities for service coordinators. This self-assessment process would serve as a way to support new and veteran service coordinators.

If you're interested in working with us, give us a call —
(608) 265-2063

MEET THE NATIONAL ADVISORY GROUP

The Pathways Project's National Advisory Group has a diverse membership which offers input and guidance to the project from a wide range of perspectives. Members include: Nancy DiVenere (Parent-to-Parent, VT), Bruce Eddy (AAUAP, MD), Larry Edelman (Rocky Mountain Resource & Training Institute, CO), Judith Holt (University of Arkansas), Joicey Hurth (NEC*TAS), William Jones (AAUAP, MD), Marilyn Krajicek (Life Span, CO), Cordelia Robinson (JFK Center for Developmental Disabilities, CO), Sarah Rule (Center for Persons with Disabilities, UT), William Schwab (University of Wisconsin-Madison), Sally Wade (University of South Florida), Pam Winton (Frank Porter Graham Child Development Center, NC), and Jo Yoder (Parent-to-Parent, VT). Topics for meeting focus have included: developing outcomes and indicators of effective service coordination; Pathways Institute for June, 1997; competencies for service coordinators; increasing parent involvement in participating states; and feedback on product and training and technical assistance dissemination.

For more information...

Call 608-265-2063 or 800/532-3321 or send an e-mail message to pathways@waisman.wisc.edu. FAX: 608-263-0529. Conference information/registration and more available at <http://www.waisman.wisc.edu/earlyint/pathways>

SECOND ANNUAL SUMMER INSTITUTE

The Pathways Project will hold its second annual Summer Institute, Emerging Trends and Issues in Early Intervention Service Coordination, in Madison, Wisconsin on June 18-20, 1997. This exciting institute will explore emerging trends and their impact on the evolving role of service coordination in early intervention. National experts will join Pathways staff in introducing and providing insightful and provocative commentary on conference topics.

TRENDS AND ISSUES TO BE HIGHLIGHTED

- Early intervention and the community connection
- Ongoing supervision, training, and support for the service coordinator
- Families and service coordinators: a mentoring relationship
- Emerging information technologies: how to use the Internet and WWW to make the job easier
- Implications of varying models of service coordination for families, providers, and systems
- Future and emerging trends



Waisman Center—Room 231
1500 Highland Avenue
Madison, WI 53705-2280



Service Coordination Project

No. 3 December 1997

OPPORTUNITIES FOR INDIVIDUALIZED LEARNING

INTRODUCTION

This newsletter highlights a promising direction in personnel training and support. A direction that emphasizes what Pathways believes are critical elements of effective learning. Adults learn best when:

- they exercise control and guidance over their learning
- training is tailored to individual needs
- opportunities are provided for self-assessment, reflection, solution finding, field-based experiences, and ongoing support

Following are two examples where Pathways assisted states in developing learning opportunities that incorporate these principles.

SELF-ASSESSMENT AND SELF-STUDY MODULES: OPPORTUNITIES FOR INDIVIDUALIZED, INDEPENDENT LEARNING

Many states are looking for new and innovative strategies for training service coordinators. Factors of time and distance often make attendance at state or regional trainings problematic. In addition, service coordinators come from varied backgrounds and thus have different levels of knowledge and understanding of the issues being presented. Though statewide trainings may be effective in presenting new concepts or a vision, it is difficult in these large group settings to respond to the individual needs of the participants. States are, therefore, seeking ways to individualize some of the trainings offered and to provide more training options at the local level.

Pathways is working with two states to develop independent learning options. In Wisconsin, an individualized self-assessment has been linked with an extensive list of existing training resources. In New Jersey, self-study units were developed that allow participants to choose one of three assignment options that best meets their learning style and interest. On the following page is a brief description of each of these training options.

Pathways Third Annual Summer Institute

Outcomes of Effective Service Coordination: Making it Happen
Madison, Wisconsin
June 24 — June 26, 1998

What we identify as outcomes of effective service coordination impacts all aspects of the early intervention program, from practice to policy development, from personnel standards and training to supervision and mentoring. The Institute will provide an opportunity for the sharing of ideas and perspectives with participants from around the country. Pathways staff will be joined by nationally known speakers to highlight topics and challenge our thinking. Small group sessions promoting a forum for discussion among participants will follow major topics. Participants will work toward finding strategies, solutions and applications for their own community. Service coordinators, family members, program coordinators and administrators at the state and local level are all encouraged to attend.

Mark your calendar now!

The Pathways Project is funded by the U.S. Department of Education, Office of Special Education Programs and is housed at the Waisman Center, the University Affiliated Program (UAP), at the University of Wisconsin-Madison.

Self-Assessment Tool

Pathways worked with Wisconsin's Birth to 3 Program to adapt a self-assessment process previously developed by the Pathways Project. Service coordination competencies were grouped into six areas of skills and knowledge including: (1) service coordination skills, (2) family-centered practice, (3) team functioning, (4) interagency collaboration, (5) Birth to 3 Program rules, and (6) personal skills. Primary goals of the self-assessment tool are to assist program coordinators in helping their service coordinators enhance their skills and knowledge to be

more effective on the job, and assist service coordinators in identifying and achieving their own professional development goals. To that end, both program coordinators and service coordinators were mailed a packet containing: (1) a letter of explanation from the State's Birth to 3 Program Coordinator, (2) the self-assessment, (3) a listing of existing resources corresponding to each service coordination competency, and (4) a brief discussion encouraging service coordinators to find additional creative ways to build their expertise.

Self Assessment of Skills and Knowledge in Early Intervention Service Coordination

Competency	Skill/Knowledge				Possible Resources*
<i>1. Service Coordination Skills</i>	<i>low</i>			<i>high</i>	
1. I understand the role of the service coordinator in early intervention.	1	2	3	4	2,21,27,31,32
2. I understand how the principles of family-centered, culturally competent care translate to the service delivery system.	1	2	3	4	1,5,27,31,32,33,34,35
3. I understand that parents choose their level of participation in the coordination of services for their child.	1	2	3	4	1,21,26,31,32,36,37
4. I provide families with information on procedural safeguards including consent, notification and required processes.	1	2	3	4	2,3,4,27
5. I ensure that parents are co-equals on the early intervention team.	1	2	3	4	5,7,20,21,23,26,27,31,32,35

*Excerpts from Resources for Early Intervention Service Coordination

→ Products Available from the Department of Health and Family Services Birth to Three Program.

1. Guiding Principles - Birth to 3 Coordinating Council
2. Wisconsin Administrative Code: HFS 90 - Early Intervention Services from Birth to Age 3 with Developmental Needs
3. Families are the Foundation of Wisconsin's Birth to Three Program: A Guidebook for Families on Wisconsin's Early Intervention Program

→ Products Available from the Wisconsin Personnel Development Project.

20. Identifying Family Concerns, Priorities & Resources: Information for Early Intervention Teams
21. First Glance: Tips for Service Coordination

→ Products Available from the Pathways Service Coordination Project.

27. Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination
28. Pathways in Early Intervention Service Coordination: A Video and Companion Guide

Correspondence Course Available

Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course (C896-200): Course content is organized into three sections: 1) Foundations of Service Coordination, 2) Roles and Responsibilities of Service Coordination, and 3) Effective Skills in Service Coordination. \$186 fee includes a course text, videotape and supplemental reader. For more information or to register, contact: Independent Learning, University of Wisconsin-Extension, 432 N. Lake Street, Madison, WI 53706-1498. Phone: 1-800-442-6460 or 608-262-2011.

Self-Study Modules

Each of the self-study modules focus on a topic relevant to service coordination. These modules are based on a training series, "Service Coordination: Key to Early Intervention," developed by New Jersey in collaboration with Pathways. This training curriculum was offered in three mandatory training sessions in 1996-1997. The curriculum topics were: "Taking Care of Ourselves: Taking Care of Each Other", "Partnerships in the IFSP Process" and "Building Healthy Teams." Service coordinators who did not attend a statewide training are expected to complete the corresponding self-study module. Each module contains background readings on the topic along with three options for completing a written assignment. The options allow for individualized choice and an opportunity to shape the assignment's relevance to their job.

Although New Jersey developed the self-study modules for service coordinators who did not attend a required training, self-study units could be developed independently of a required training. Areas of interest or concern to service coordinators could be written up in this format and substituted for current training options. Decisions on how the self-study units are reviewed and "graded" would need to be determined by the individual state. Pathways staff is available to help interested states in the identification and development of independent self-study.

Highlighted here is an excerpt from one of the New Jersey self-study modules. Included are:

- the objectives for the module
- reading assignment
- one of the three assignment options

Self Study Materials: Partnerships in the IFSP Process

Objectives:

- To understand what is meant by the term partnership.
- To explore how partnerships develop throughout the IFSP process from first contacts with families through their transition out of early intervention.
- To identify ways to nurture and foster partnerships with families and other early intervention staff.
- To enhance the communication skills of participants.

Reading:

Rosin, P. (1996). Parent and service provider partnerships in early intervention. In P. Rosin, A. D. Whitehead, L. Tuchman, G. S. Jesien, A. L. Begun, & L. Irwin (Eds.), *Partnerships in family-centered care: A guide to collaborative early intervention*. Baltimore: Paul H. Brookes Publishing Co., Inc.

Assignment Option 1: Characteristics of Partnerships in Early Intervention:

An Exercise in Consensus Building

Directions: You will need to do this exercise with a partner. Your partner should be a family member you work with in early intervention or an early intervention professional from a field different from your own.

Individual Task — Read the list of what may, or may not be, characteristics of "Partnerships in Early Intervention." Identify what you think are the three most important or desirable characteristics and the three characteristics you feel are least important or desirable. Please work independently, making your own decisions and selections without talking with your partner. Ask your partner to review the same list and make his or her own selections.

Dyad Task — When you both have finished, compare lists, taking a few minutes to explain to each other your choices. As a team of two you will then come to consensus (agreement) about the three most important or desirable aspects of partnerships in early intervention and the three characteristics you felt were least important.

Written Assignment — Answer the following questions:

- Did your partner have different opinions based on his or her frame-of-reference? How did you deal with this?
- What strategies did you use to reach consensus?
- Discuss the differences you think there are in reaching consensus with two people compared to reaching consensus with a larger group.



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NEW RESOURCE FOR TRAINING SERVICE COORDINATORS IN EARLY INTERVENTION

Available in 1998!!

Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination

An exciting new resource for those involved in training personnel in early intervention service coordination. Easy to use activities can be adapted for use in program meetings, inservices, regional and statewide trainings.

The Trail Mix Includes:

Warm Ups and Energizers – increase participant's comfort, familiarity, focus or energy
Stories – Videos, Vignettes & Role Plays – provide dialogue about real-world situations, opportunities for solution-finding, consensus-building, and decision making
Eco-Maps – a visual way to explore relationships, collaboration, and community building
Panels – expand horizons by bringing a variety of perspectives and life experience to a training
Additional Large and Small Group Activities – offer a potpourri of learning tools easily adapted to individual training styles and learning objectives
An Extensive Bibliography – highlights resources for service coordination, family-centered practices, and family involvement—to name just a few
Tips for Trainers – addresses practical considerations and training challenges
Strategies for Supervisors and Administrators – ideas for continued learning within the work environment.

For more information...

Call 608-265-2063 or 800/532-3321 or send an e-mail message to pathways@waisman.wisc.edu. FAX: 608-263-0529.
Conference information/registration and more, available at <http://www.waisman.wisc.edu/earlyint/pathways>

SC In TOUCH

Newsletter of the Wisconsin Service Coordination Organization

Premier Issue — Winter 1999

Background . . .

In August of 1997 a group of service coordinators from around the state met to discuss the possibility of starting a statewide organization for Birth to 3 service coordinators. A statewide survey indicated strong interest in the development of the organization. With the help of the state Birth to 3 office, the Wisconsin Personnel Development Project, the Pathways Service Coordination Outreach Project, and a core group of service coordinators, this early vision is becoming a reality. In May of 1998 more than 40 service coordinators attending a kickoff event where the shape and focus of the organization was discussed. The following are some thoughts about the organization identified by participants at the kickoff event.

In This Issue . . .

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Summary of the May 29 Kickoff Event

The Service Coordination Kickoff Event on May 29, 1998 was quite successful. The majority of the participants expressed an interest in the organization and many offered to volunteer their time and talents to further develop this group.

Why We Came...

- information
- networking
- sharing resources
- support
- recognition
- curiosity

Topics discussed included affiliation with existing organizations or standing alone as an independent non-profit group, vision and structure of this organization, and a name for our group. The name that had the majority of votes was WSCA--Wisconsin Service Coordination Association. **NOTE:** We had to change this to **WSCO — Wisconsin Service**

Coordination Organization because WSCA is the Wisconsin School Counselors Association.

Breakout sessions included **Leadership and Membership**, **Technology and Information Sharing**, and **Mentorship and Support**. The following information was discussed in each of the individual groups.

Leadership: It was recommended that the initial structure be a steering committee made up of representatives from each of the regions. This group would review the materials from the first meeting, develop a mission statement, and establish a bank account for the organization. Incorporation or affiliation with another organization will be explored by this steering committee who will bring back recommendations to the group at the spring get together.

Membership: The membership workgroup looked at *membership recruitment*. Their first task is the development an updated list of all service coordinators in the state. *See the Mailing List Information form in this newsletter.* Recruitment will be supported through the development of a brochure and though informal contacts at regional meetings. A regional contact person will also be identified in each region who would provide information on the organization and respond to questions.

continued on page 2

Summary of the May 29 Kickoff Event con't.

The committee also looked at the issue of *membership fees*. This money will be used to develop, print, and mail the newsletter and brochures and to support the statewide annual meeting. It was recommended that the annual membership be \$15/year with perhaps other categories for those that might be willing to contribute more (e.g., contributing member or founding member). Members would receive the newsletter as well as reduced rates for conferences and meetings. Membership would be collected each year at the annual spring event.

Technology and Information Sharing: Areas of concern addressed in this group included lack of access to computers, the Internet, and e-mail, as well as minimal training in the effective use of these tools. Most participants were in favor of a quarterly newsletter to include topics such as resource lists, article summaries and reviews, service coordinator highlights, community funding sources, child find activity ideas, statewide resources, question/answer column, information on new laws, and an area for service coordinators to submit articles.

Mentorship and Support: This group discussed what mentorship and support meant to them and how they currently connect with other service coordinators in their regions or across the state. The meaning of mentorship and support included phone contacts with someone they could ask a question to and not feel intimidated by, an

individual mentor nearby (especially for service coordinators who are new and may have many questions,) and other ways to connect that are less formal such as a newsletter.

Why An Organization?

- Network and support each other
- Provide an avenue for continued learning and education
- Centralize information and resources
- Inform public of service coordination role and function
- Provide a group voice to recommend and respond to policy changes
- Develop core of knowledge to share with preservice individuals
- Celebration

Currently, some service coordinators already meet on a regular basis and have some support systems set up. These groups mainly meet in their regions. Some of these meetings are just service coordinators and others include service providers or other county personnel. Some suggestions for things that could be done in regions include meeting

face-to-face every three months (alternating locations for the meetings within the region), meeting annually as a WSCO breakout at the Birth to 5 Collaborative Conference, and meeting in areas that have common characteristics for providers. The group feels it is important to have the meetings be personalized so participants can "check in" to talk about what is going on in their lives and discuss issues that are uplifting and motivating.

Vision and Structure

It is hoped that this organization will provide a base of support, mentoring, resources, and information sharing for early intervention service coordinators and parents interested in early intervention service coordination. Formation of a service coordination organization will enhance the credibility and recognition of the important role service coordination plays in the lives of families. It will also enable service coordinators to keep current on relevant topics and issues.

The Organization Is...

- | | | |
|---------------|---------------|-----------------|
| • Empowering | • Welcoming | • Advocating |
| • Powerful | • Evolving | • Professional |
| • Fun | • Responsive | • Energetic |
| • Credible | • Proactive | • Broadly based |
| • Validating | • Supportive | • Effective |
| • Creative | • Informative | • Cooperative |
| • Educational | • Refreshing | • Open |
| • Sharing | • Consistent | • Productive |
| • Friendly | • Influential | |

The organization will work with and support the regional groups already formed, encourage other areas of the state to develop similar support and discussion groups, and initiate new

activities to meet informational and networking needs.

Regional Activities

Service Coordinators and other early intervention personnel meet regularly in many areas of the state. Some of these groups are newly formed while others have been meeting for many years. All are resources for service coordinators interested in networking and learning from their peers. The *Wisconsin Service Coordination Organization* is interested in building on these already existing resources.

Northeastern Region

Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Waushara, and Winnebago Counties.

Focus of the Group's Meeting: This group has an open agenda which is set prior to the meeting by its participants. Barb Roznowski, Assistant Area Administrator of the Office of Strategic Planning in the Green Bay Regional Office, helps to plan and coordinate the meetings. On occasion, the group invites an outside speaker.

Who Attends? All counties in the Northeastern Region receive notices of the meetings, though not all counties attend. Service coordinators, program coordinators, county administrators, as well as other early intervention program directors and staff attend. The group has varied in size from approximately 25 to 35 people.

How Often Do They Meet? This group meets quarterly around a topic(s) of interest to the group, with time plenty of time for open discussion and questions. Meetings are scheduled for half a day and include lunch.

Where Do They Meet? The group usually meets in Appleton, using different sites in the community.

Contact Person: Kristy Miller, 920-929-3956.

CESA 5 Network (Portage Project)

Adams, Green Lake, Juneau, Marquette, and Waushara Counties.

Focus of the Group's Meeting: The agenda, which is set by the group, usually includes case sharing. On occasion, the group discusses questions about the rules and regulations and upcoming events.

Who Attends? Service coordinators, county coordinators, and Birth to 3 direct service staff.

How Often Do They Meet? This group meets every other month for four hours. In addition, the Portage Project Birth to 3 Program staff have "Coffee Talk" for an hour every week over the phone (through WISLINE). This is a time to check-in with everyone and meet the groups' needs.

Where Do They Meet? At CESA 5 in Portage.

Contact Person: Michelle Davies, 608-742-8811.

Northern Region

Ashland, Bayfield, Florence, Forest, Iron, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Sawyer, Taylor, Vilas, and Wood Counties.

Currently there is no group meeting in this region.

Regional Activities

Southeastern Region

Jefferson, Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha Counties.

Focus of the Group's Meeting: To provide opportunities to network and discuss trends in Birth to 3. Current legislation and resources are also shared. This group maintains a mailing list of interested people and agencies who are notified of the meetings. Planning for each meeting is done by volunteers from the group. Past topics have included:

- Transitions to Public Schools
- Reauthorization of IDEA
- Project Play
- Natural Environments

Who Attends? Service coordinators and program supervisors from the Southeastern Region. The group size has varied from as few as 15 people to as many as 35.

How Often Do They Meet? The group meets quarterly. Meetings are scheduled from 8:30 to 10:30 a.m. A continental breakfast is supplied by Currative Rehabilitation Center, which hosts the meetings.

Where Do They Meet? The meetings are held at the Currative Rehabilitation Center in Milwaukee. Parking is available for \$1.

Contact Person: Lesley Larson, Waukesha County, 414-896-6880.

Southern Region

Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Juneau, Lafayette, Richland, Rock, and Sauk Counties.

Focus of the Group's Meeting: Service Coordinators from the Southern Region have been meeting regularly since October of 1997 for informal discussion around topics of interest to the group, with time allotted for networking. Topics over the past year have come directly from the group and have included:

- Taking Care of Ourselves: Where Are Our Boundaries
- Working Through the Challenges: Handling Difficult Situations
- Setting Our Own Priorities
- Ethical Issues and Legal Challenges to Our Work
- Record Keeping and Case Notes: Everything You Always Wanted to Know But Were Too Afraid to Ask

For two of these meetings outside speakers were brought in to provide information and expertise on a topic.

Who Attends? These meetings are open to all persons who perform service coordination, including parents and other early intervention staff. The group has varied in size from approximately 25 to 35 people.

How Often Do They Meet? Their goal has been to meet quarterly for informal discussion around a topic of interest to the group, with time allotted for networking. The meetings generally run from 9:30 a.m. until 1:00 p.m., allowing time for travel and check-in at the office on each meeting day. Each meeting closes with lunch as a group to incorporate the need for ongoing networking with one another.

Where Do They Meet? Meeting sites have varied (Waunakee, east Madison, New Glarus, central Madison) to provide for variety in travel distance for attendees. The group has been fortunate to locate meeting rooms at no cost to the group, with the condition that they purchase lunch on site.

Contact Person: Barb Roeber, Dane County, 608-265-6378.

Regional Activities

Western Region - Southern Section

La Crosse, Crawford, Vernon, Trempealeau, Monroe, Jackson and Buffalo Counties.

Focus of the Group's Meeting: There isn't a group that meets regularly in this area, however, people from this area did meet once to come up with survey questions. In addition, these people see each other at different meetings (i.e., State Regional Meetings). The people who are involved in the La Crosse Coulee Children's Center see each other more often.

Who Attends? People in this group range from county employees who do Birth to 3 service coordination along with other county duties such as family support, to Birth to 3 service coordinators hired by private agency.

How Often Do They Meet? This group would like to meet more regularly and would be interested in meeting with other groups in the Western Region.

Where Do They Meet? This group would be interested in meeting with other groups in the Western Region, perhaps in a central location, such as Black River Falls.

Contact Person: Kristi Schmitz, La Crosse, 608-787-5572.

Western Region - Northern Section Meetings

Northern Pines — Barron, Polk, Rusk, Washburn and Burnett Counties.

Focus of the Group's Meeting: In the morning there are topics and learning experiences, and meetings with pediatricians. In the afternoon new policies and other issues are discussed.

Who Attends? Professionals meeting at this time may or may not be Birth to 3 providers. Some are EC:EEN Teachers, Service Coordinators for Birth to 3, Social Workers, Professional Counselors, and Registered Nurses.

How Often Do They Meet? This consortium of county agencies meets one day each month. It is not known for sure at this time if this consortium of counties will continue to function.

Where Do They Meet? Cumberland.

Contact Person: Paula Clay, Northern Pines, 715-822-4747 ext. 200.

Western Region - Central Section Meetings

St. Croix, Chippewa Falls, Pierce, Pepin, Dunn, and Eau Claire Counties.

Focus of the Group's Meeting: The host county plans the activities for the 2 - 2 ½ hour afternoon meeting and provides the treats. Topics vary and may include: open discussion, specific issues or case concerns, conference reports, book/journal reports, preview and discussion (show and tell) of materials and products, and guest resource presentations.

Who Attends? Almost all of those attending work exclusively with Birth to 3. Roles range from EC:EEN Teachers/Service Coordinators, therapists, and Public Health Nurses/Service Coordinators, to County Program Coordinators. University EC:EEN faculty and students also attend when available.

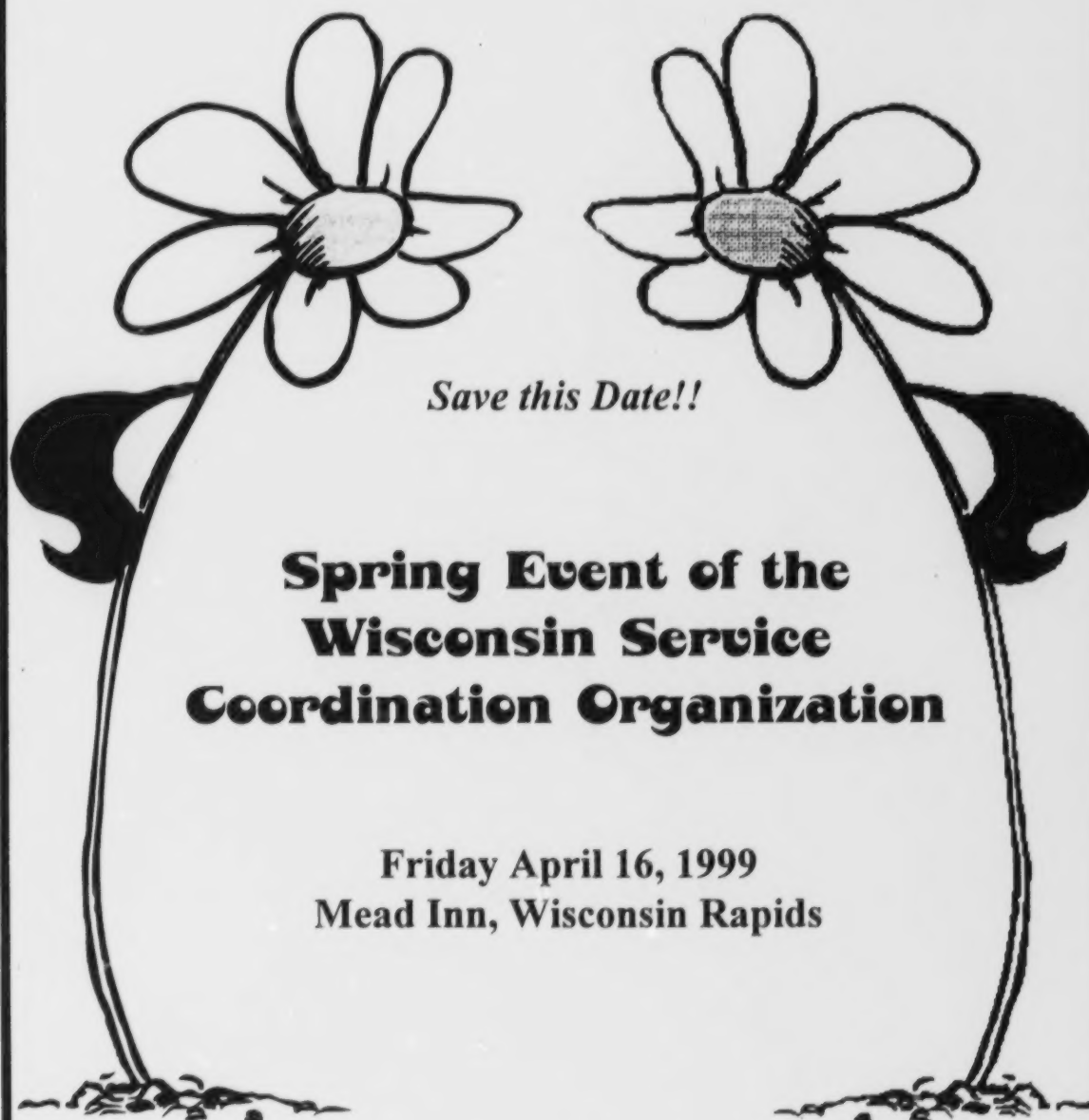
How Often Do They Meet? This group meets every quarter.

Where Do They Meet? This group meets in the various counties on a rotating basis.

Contact Person: Janice Smith, Eau Claire, 715-833-7742.

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Save This Date!!



Mailing List Information

Fill in the form below and return it to WSCO if you are interested in continuing to receive information on the *Wisconsin Service Coordination Organization (WSCO)*.

Last Name

First Name

Agency Name

Agency Address

City

Zip Code

Day Time Phone Number

Evening Phone Number

Return this form to:

WSCO

Waisman Center, Room 231
1500 Highland Avenue
Madison, WI 53705

FAX: 608-263-0529

We Need Your Help!

The Steering Committee invites your participation. On our agenda is planning for the Spring Event on April 16, 1999 and development of proposals to present to the group about membership, structure, and leadership. Please plan to join us. Everyone is welcome. This is our organization and we need everyone's help to make this work. Call Kristi Schmitz at 608-787-5572 for further information.

Steering Committee and Spring Event Planning Committee Meetings

Thursday, January 21, 1999 & Thursday, March 4, 1999

10:30 a.m. to 2:30 p.m.

Jingles Coliseum Bar, Madison

Jingles Coliseum Bar, 232 East Olin Avenue, Madison

**Driving Directions...Take the Coliseum exit off of Hwy. 12 & 18 (the Beltline).
The first traffic light is the Sheraton Hotel. Keep to the left. The next exit on your
left is Olin Avenue. Call Kristi Schmitz at 608-787-5572 for further information.**

SC In TOUCH

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MADISON, WI 53705-2280
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SC In TOUCH

Newsletter of the Wisconsin Service Coordination Organization

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The premiere issue of *SCO In TOUCH* was published by the Wisconsin Personnel Development Project, the Pathways Service Coordination Outreach Project, and the Wisconsin Department of Health and Family Services, Birth to 3 Program..

■ For additional copies, call 608-265-2544

Appendix C

Sample Incorporation Activities

- Birth to 3 Service Coordination Organization Kickoff Event Brochure
- Birth to 3 Service Coordination Organization 2nd Annual Event
- Birth to 3 Orientation for Service Coordinators Workshop Brochure
- Birth to 3 Program Supervisors State Support & Network Meeting Brochure
- Birth to 3 Cover Letter
- Self Assessment of Skills Evaluation
- Resources to Enhance Skills and Knowledge in Early Intervention Service Coordination
- Resources for Early Intervention Service Coordination
- Idaho Infant Toddler Program: Outcomes and Indicators of Effective Service Coordination

Birth to 3 Service Coordination Organization

Kickoff Event

Friday, May 29, 1998
The Mead Inn
Wisconsin Rapids



Sponsored by the SCO Planning Committee with the support of the State Birth to 3 Program, Wisconsin Personnel Development Project (WPDP), and the Pathways Service Coordination Project

SHAPE THE FUTURE!!!

This is an exciting opportunity to share in the formation of this organization. Service coordinators face challenges that are unique to our profession. It is the hope of this organization to provide a base of support, mentoring, resources and information sharing. **You will be actively involved in forming the key components of this group.** This organization hopes to work with and support the regional groups already formed and encourage others to develop regional work groups.

In September 1997, the state Birth to 3 Program sent an interest survey to all service coordinators in Wisconsin. The results of the survey were very positive and indicated that there is an interest in forming a professional organization for service coordinators. A planning committee was formed to explore the feasibility of such an organization and how it would be implemented. The group felt that in order to have statewide input, a kickoff event should be held to shape the structure and outcomes of the organization.

ABOUT THE KEYNOTE

We are pleased to have as our keynote speaker, Mr. Fred Kusch. Fred Kusch motivates and inspires organizations and individuals to find balance in life, making work more productive, family time more meaningful and life more enjoyable. Service coordinators are constantly asked to give of themselves to others. While helping us find new ways to balance life with work, Fred blends humor, personal examples and anecdotes to illustrate his premise that you can't give of yourself to others without first giving to yourself.

SCHEDULE

- 8:30 a.m. Registration
- 9:00 Welcome and Purpose
- Keynote address
The Art of Being Positively Selfish—Mr. Fred Kusch, La Crosse, Wisconsin
- Break
- Vision and Mission
 Formation - Small group planning and idea sharing
- 12:00 p.m. Lunch/ Name That Organization
- 1:15 Breakout Session
 Topics for discussion: -
 -info sharing/newsletter;
 -technology;
 -leadership;
 -membership; and
 -mentorship/support
- Break
- Wrap up and next steps
- 3:30 p.m. Closing

GENERAL INFORMATION

Workshop Location

The Mead Inn
 451 E. Grand Avenue
 Wisconsin Rapids, WI 54494
 800-843-6323 or 715-423-1500

Reservations - Make your reservations directly with the hotel. Room availability is not guaranteed after May 15. Identify yourself as a participant in the Birth to 3 Service Coordination Professional Organization Kickoff Event and ask for the state rate (\$52/single; \$70/double).

Registration - \$20 for professionals, \$15 for parents and students. There are a limited number of parent scholarships available. Please apply by checking the appropriate line on the registration form or by calling Lynn Sankey at 608-263-5022.

Registration Deadline - May 22 - Add \$5 for late registration. You will receive a letter confirming your registration.

Credit - Participants will receive a Certificate of Participation for attendance. In addition, participants can receive continuing education credits from the Department of Public Instruction (clock hours)

Questions - Contact Lynn Sankey (registration) or Linda Tuchman at 608-263-5022 or 800-532-3321.

REGISTRATION FORM

Name _____

Organization/Agency _____
(check here if ☐ work or ☐ agency address)

Address _____

City, State, Zip _____

County _____

Telephone (days) _____

Position (check all that apply)
☐ Professional ☐ Parent ☐ Student

Total fees enclosed (\$20 providers, \$15
students, \$15 parents): _____

☐ I would like to be considered for a
parent scholarship

Purchase orders accepted.
PO# _____

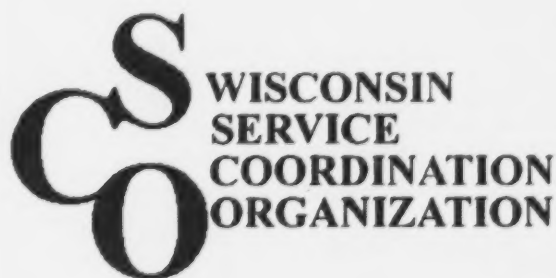
Special Accommodations (e.g., diet,
interpreter, accessibility) _____

Send registration form and check to:
Waisman Center-WPDP
Attn: Lynn Sankey, Room 231
1500 Highland Avenue
Madison, WI 53705
FAX: 608-263-0529

Birth to 3 Service Coordination Organization

2nd Annual Event

Friday, April 16, 1999
The Mead Inn
Wisconsin Rapids



Sponsored by the SCO Planning Committee with the support of the State Birth to 3 Program and the Wisconsin Personnel Development Project (WPDP)

WISCONSIN SERVICE COORDINATION ORGANIZATION

The purpose of the SCO is to provide a base of support, mentoring, resources, and information sharing for early intervention service coordinators, and parents interested in early intervention service coordination. The formation of the organization will enhance the credibility and recognition of the important role service coordination plays in the lives of families. It will also enable service coordinators to keep current on relevant topics and issues.

Following the enthusiastic reception of the Service Coordination Kickoff Event in May 1998 and the In TOUCH Newsletter, the SCO is pleased to announce it's 2nd annual event.

ABOUT THE KEYNOTE

We are pleased to have as our keynote speaker, Dr. Craig Fiedler, Professor of Special Education, College of Education and Human Services, University of Wisconsin Oshkosh. Dr. Fiedler is also a lawyer who has worked as a legal service attorney in Kentucky and Wisconsin. His interests and research areas include supporting families with children with disabilities, special education law and policy issues, the inclusion of children with disabilities into school and community settings, and the enhancement of positive attitudes toward individuals with disabilities. Dr. Fiedler is the parent of two children, one of whom has a disability. He will speak on the role and responsibility of professionals to support and empower families of children with disabilities. He is known for his positive and uplifting message.

SCHEDULE

- 8:30 a.m. Registration
9:00 Welcome and Introductions
Keynote Address
*Empowering Families of Children
with Disabilities*-Craig Fiedler,
Ph.D., UW-Oshkosh
10:15 Break
10:30 SCO Updates
Where are we?
Where are we going?
Noon Lunch
1:00 Natural Environments/
Group Discussions
2:00 Break
2:15 Round Table Discussions
*Hot Topics in Birth to 3
Organization Planning
3:15 Wrap Up and Next Steps
3:30 p.m. Departure

* Add your suggestions to the Registration Form.

SCO MEMBERSHIP

Membership applications will be accepted at this spring's Annual Event for a one year subscription. If you join at the Event, you will get a \$5 discount for the first year. Membership fee is to be determined in March by the SCO Planning Committee, based on information gathered from participants at the 1998 Kickoff Event.

GENERAL INFORMATION

Workshop Location

The Mead Inn
451 E. Grand Avenue
Wisconsin Rapids, WI 54494
800-843-6323 or 715-423-1500

Reservations

Make your reservations directly with the hotel. Room availability is not guaranteed after April 2. Identify yourself as a participant in the Birth to 3 Service Coordination Organization Annual Event and ask for the state rate (\$52/single; \$70/double).

Registration

\$20 for professionals, \$15 for parents and students (includes lunch, breaks, and materials). There are a limited number of parent scholarships available. Please apply by checking the appropriate line on the registration form or by calling Lynn Sankey at 608-263-5022.

Registration Deadline

April 9. You will receive a letter confirming your registration.

Credit

Participants will receive a Certificate of Participation for attendance. In addition, participants can receive clock hours from the Department of Public Instruction.

Questions

Contact Lynn Sankey (registration) or Linda Tuchman at 608-263-5022 or 800-532-3321.

REGISTRATION FORM

Name _____

Organization/Agency _____
(check here if ____ work or ____ home)

Address _____

City, State, Zip _____

County _____

Telephone (days) _____

Position (check all that apply)
____ Professional ____ Parent ____ Student

Total fees enclosed (\$20 providers, \$15
students, \$15 parents): _____

____ I would like to be considered for a
parent scholarship

Purchase orders accepted. PO# _____

Special Accommodations (e.g., diet,
interpreter, accessibility) _____

Hot Topic Discussion Suggestions _____

Send registration form and check to:
Waisman Center-WPDP
Attn: Lynn Sankey, Room 231
1500 Highland Avenue
Madison, WI 53705
FAX: 608-263-0529

.....

Orientation for Service Coordinators*

Tuesday, April 21, 1998
with follow-up ETN May 21, 1998

The Mead Inn
Wisconsin Rapids, WI



Sponsored by:
Wisconsin Personnel Development Project
(funded by the Department of Health and
Family Services, Birth to 3 Program)

*Meets orientation training requirement
in Birth to 3 rules (HFS 90)

.....

Workshop Content

This orientation workshop is a must for all new service coordinators in Birth to 3. Service coordinators will find this an opportunity to review skills and network with others.

Workshop attendance will fulfill the requirement for Orientation to Birth to 3.

This interactive workshop provides opportunities to:

- ☐ learn about service coordination in Birth to 3
- ☐ network with other service coordinators
- ☐ discuss what is most challenging about service coordination
- ☐ address topics such as:

- ◆ Roles and boundaries of the service coordinator
- ◆ Paperwork!
- ◆ The IFSP and Teaming
- ◆ Families with multiple challenges
- ◆ Resources

Practical skill building assignments will be offered at the end of the training day. Participants will be expected to complete these before the ETN on May 21. Clock hours and certificate of completion will be given to people who attend the workshop, the ETN, and complete the assignment.

Who Should Attend

This workshop is intended for:

- ☐ new service coordinators in Birth to 3 programs
- ☐ experienced service coordinators as a "refresher"
- ☐ parents of children who receive early intervention services

Supervisors are encouraged to attend with new service coordinators in their programs.

Presented by WPDP and Pathways Service Coordination staff.

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General Information

Workshop Location

The Mead Inn
451 E. Grand Avenue
Wisconsin Rapids, WI 54494
800-843-6323 or 715-423-1500

Reservations - Make your reservations directly with the hotel. Room availability not guaranteed after March 31. Identify yourself as a participant in the Wisconsin Personnel Development Project Orientation for Service Coordinators workshop and ask for the state rate (\$52/single; \$70/double).

Registration - \$35 professionals, \$20 students, \$10 parents (includes breaks, lunch, and materials). Make check payable to: Waisman Center-WPDP. Purchase orders accepted.

Registration Deadline - April 14 - Add \$5 for late registration. You will receive a letter confirming your registration.

Parent Scholarships - A limited number of parent registration scholarships are available upon request. Apply by checking the appropriate line on the registration form or by calling Heidi Duschak.

Credit - Participants will receive a certificate of participation for attendance. In addition, participants can receive continuing education credits from the Department of Public Instruction (clock hours).

Questions - Contact Heidi Duschak (workshop registration) or Sheila Voss (workshop content) at 608-265-2544, 800-532-3321, or e-mail duschak@waisman.wisc.edu.



Schedule

Tuesday, April 21

- | | |
|------------|---|
| 9:00 a.m. | Registration |
| 9:30 | Welcome and Introductions |
| 10:30 | Introduction to Service Coordination |
| 10:45 | Break |
| 11:00 | Problem Solving Activity - Case Study |
| 12:15 p.m. | Lunch |
| 1:00 | Values Activity |
| 1:30 | Case Study - Team |
| 2:30 | Break |
| 2:45 | Follow-up on Case Study |
| 3:00 | Roundtable Discussions on Topics Identified by Participants |
| 4:00 p.m. | Evaluation and Next Steps |

Thursday, May 21 (ETN)

- | | |
|------------|---|
| 9:30 a.m. | Welcome and Check-in |
| 9:40 | Small Group Sharing at your ETN site |
| 10:30 | Large Group Discussion on Challenging Issues Determined by Participants |
| 11:30 | Self-Assessment Opportunities for Networking |
| 12:30 p.m. | Adjourn |
- 



Registration Form

Name _____

Organization/Agency _____

(Check here if _____ work or _____ home address)

Address _____

City, State, Zip _____

County _____

Telephone (days) _____

_____ Professional/Position _____

_____ Parent

_____ Both

_____ Student

Total fees enclosed (\$35 providers, \$20 students,
\$10 parents): \$ _____

Purchase order accepted: PO# _____

Special accommodations (e.g., diet, interpreter,
accessibility) _____

Send registration form and check to:

Waisman Center-WPDP

ATTN: Heidi Duschak, Room 231

1500 Highland Avenue

Madison, WI 53705

FAX: 608-263-0529

E-mail: duschak@waisman.wisc.edu

**Duplicate as needed for parents
and other team members.**

Birth to 3 Program Supervisors State Support & Network Meeting

**Thursday, December 3
9:30 a.m. - 3:30 p.m.
The Mead Inn
Wisconsin Rapids**

The meeting will provide an opportunity:

- ◆ To talk about some of the critical issues you face as supervisors
 - ◆ Hear how others have responded
 - ◆ Problem-solve and network with your peers
-

Sponsored by:
Wisconsin Personnel Development Project
(funded by the Department of Health and
Family Services, Birth to 3 Program)
and the Pathways Service Coordination
Outreach Project

Meeting Topics

A panel representing two to three county programs will share their accomplishments and challenges in each of the topic areas. There will be time for questions and small group discussion around the issues presented.

This will be an opportunity to:

- ◆ Meet your peers
- ◆ Share ideas
- ◆ Learn from each other
- ◆ Build a network of support

Transition to Natural Environments: Issues for Supervisors

- ◆ Planning for Change
- ◆ Supporting Staff
- ◆ Communicating with Families
- ◆ Training of Providers

Contracting: Clarifying Expectations

- ◆ Use of Requests for Proposals (RFPs)
- ◆ Building in Accountability
- ◆ Model Contracts
- ◆ Use of Performance Objectives
- ◆ Supervision and Teaming Issues

Background

Last June a group of supervisors came together to explore issues they faced in the challenging and rewarding work of being a supervisor. Our shared beliefs about supervision are the driving force behind this meeting. Some of these beliefs are:

1. Supervision is complex and important.
2. People in the supervision role have the right to support, validation, and feedback.
3. How you are as a supervisor influences/impacts the way staff do their work.

It was clear from the responses to the meeting that having an opportunity to network and share ideas and experiences were important to all that attended. Many expressed how positively they felt about coming together with other supervisors in early intervention and felt that this opportunity was long overdue.

A group of supervisors who attended the first meeting worked with WPDP and Pathways to plan this "training" event.

Agenda

9:00 a.m. Registration

9:30 Introductions

Transition to Natural
Environments: Issues
for Supervisors

Noon Lunch (provided as
part of the registration
fee)

1:30 Contracting: Clarifying
Expectations

3:30 p.m. Evaluation and Closing

General Information

Workshop Location:

The Mead Inn
451 East Grand Avenue
Wisconsin Rapids, WI 54494

Registration - \$20 (includes lunch and materials). Make check payable to Waisman Center-WPDP. Purchase orders accepted. Registration deadline-Monday November 23.

Registration Form

Name

Organization/Agency

Address

City, State, Zip

County of Residence

Phone (*include area code*)

\$____ Fee enclosed (\$20/registant)

Purchase order accepted:

PO# _____

Special Accomodations (e.g., diet,
interpreter, accessibility) _____

Send registration form to:

WPDP/Pathways

Attn: Melanie Schneider

Waisman Center, Room 231

1500 Highland Avenue, Madison, WI 53705

Fax: 608-263-0529



Tommy G. Thompson
Governor

Joe Leean
Secretary



State of Wisconsin

Department of Health and Family Services

DIVISION OF SUPPORTIVE LIVING

1 WEST WILSON STREET
P.O. BOX 7851
MADISON WI 53707-7851

October 8, 1997

Dear Birth to 3 Program Coordinator:

Enclosed is a variety of information related to ongoing training and skill building for one of the key providers in a Birth to 3 Program, the service coordinator. A central element of an effective early intervention system is service coordination. The quality and ability of this service provider is essential to family-centered, individualized and coordinated services for infants and toddlers eligible for Wisconsin's Birth to 3 Program. It is important to see that people providing this service are skilled in interacting with families, other service providers, and community resources.

Wisconsin is involved with a federal grant, Pathways Service Coordination Project, which shares our goal of ensuring that service coordination providers are prepared and supported in their role. I invite you to review and use the materials in this packet. The first item is a self-assessment tool. This can be used to assist your county in helping service coordinators identify areas they have expertise in and areas in which they would like to build their skills. This could also be used to identify skills that newly hired staff would have, or would need to work to obtain, in order to be an effective service coordinator.

Personnel issues and professional development goals identified through this self-assessment can be addressed through an array of options. We have included a reference guide to the available resources to help you determine the best way for service coordinators to obtain and enhance their skills. These items are all readily available and inexpensive. Some of the resources include:

- one day workshops;
- correspondence courses;
- a video and guide for interactive problem solving;
- written, video and audio tape materials from the state Birth to 3 office; and
- the Pathways training guide.

Finally, I have enclosed a copy of our plan with the Pathways: Service Coordination Project so that you are aware of our efforts and plans in this critical area. I hope you will take a moment to review these materials and to share them with the supervisors, staff and contracted providers affiliated with your county's Birth to 3 Program. I welcome your comments and questions on any of these materials. I can be reached at (608)267-3270.

Sincerely,

Beth Wroblewski
Birth to 3 Program Coordinator

Self Assessment of Skills and Knowledge in Early Intervention Service Coordination

Date: _____

INSTRUCTIONS:

STEP 1: Self-Assessment of Knowledge and Skills:

Read each competency statement and circle the number on the corresponding scale which reflects your rating of your knowledge and skill. The 4-point rating scale corresponding to the skill/knowledge column is interpreted as 1 = no skill/knowledge to 4 = very skilled/knowledgeable.

STEP 2: Choose and Prioritize Your Outcomes on the Learning Plan:

Based on self-assessment of your knowledge and skills you can prioritize your outcomes. The Learning Plan provides a column for listing your outcomes in order of priority.

STEP 3: Review options for enhancing skills and knowledge and choose strategies to meet those outcomes.

Competency

Skill/Knowledge

(1 = No Knowledge, 4 = Very Knowledgeable)

I. Service Coordination Skills

1. I understand the role of the service coordinator in early intervention.	1	2	3	4
2. I understand how the principles of family-centered, culturally competent care translate to the service delivery system.	1	2	3	4
3. I understand that parents choose their level of participation in the coordination of services for their child.	1	2	3	4
4. I provide families with information on procedural safeguards including consent, notification and required processes.	1	2	3	4
5. I ensure that parents are co-equals on the early intervention team.	1	2	3	4
6. I build respectful and beneficial relationships between families and professionals.	1	2	3	4
7. I coordinate the evaluation and assessment with the early intervention team.	1	2	3	4
8. I assist families in identifying strengths, resources, and needs and integrating them into the Individual Family Service Plan.	1	2	3	4
9. I offer families resource and service options for meeting identified child and family outcomes.	1	2	3	4

10. I assist families in connecting to resources to acquire or enhance skills they wish to have.

1 2 3 4

11. I offer families opportunities to connect with other families for information and support.

1 2 3 4

12. I develop the Individual Family Service Plan with families and carry out tasks necessary to implement the plan.

1 2 3 4

13. I integrate identified child and family outcomes with resources and service options.

1 2 3 4

14. I can appropriately identify and access federal, state and local funding sources to assist families in meeting their outcomes.

1 2 3 4

15. I can appropriately identify and access advocacy resources as needed to assist families.

1 2 3 4

16. I can complete necessary documentation and record keeping.

1 2 3 4

17. I use a systematic method for communicating and coordinating the activities of the providers of a family's team.

1 2 3 4

18. I monitor the quality of the early intervention services provided to children and families.

1 2 3 4

19. I design processes and strategies supporting transitions for the child and family, and evaluate their effectiveness.

1 2 3 4

II. Family-Centered Practices

1. I understand the theories and models related to family systems development.

1 2 3 4

2. I understand how multiple stressors may affect a family's participation in early intervention services.

1 2 3 4

3. I support each family in a way that is respectful of its values and life style.

1 2 3 4

4. I offer families options within early intervention (e.g., times, services, settings, level of participation).

1 2 3 4

5. I am able to help the team integrate information from families, evaluations and assessments into meaningful outcomes and daily activities for the child and family.

1 2 3 4

6. I support families as decision-makers throughout the IFSP and early intervention process.

1 2 3 4

III. Team Functioning

- | | | | | |
|--|---|---|---|---|
| 1. I understand the importance of parents as team members. | 1 | 2 | 3 | 4 |
| 2. I understand the various roles people play on teams. | 1 | 2 | 3 | 4 |
| 3. I understand the levels of communication and cooperation in different team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary, interagency). | 1 | 2 | 3 | 4 |
| 4. I understand that role release is an important component to teaming in early intervention. | 1 | 2 | 3 | 4 |
| 5. I work with the team in conducting screening, evaluation and assessment and development of the IFSP. | 1 | 2 | 3 | 4 |
| 6. I can facilitate systematic team decision-making. | 1 | 2 | 3 | 4 |

IV. Interagency Collaboration

- | | | | | |
|---|---|---|---|---|
| 1. I understand that there are levels of involvement in working with agencies (e.g., networking, coordination, cooperation and collaboration). | 1 | 2 | 3 | 4 |
| 2. I have knowledge of community agencies, programs, and services (e.g., purpose, contact persons) for infants/toddlers and families. | 1 | 2 | 3 | 4 |
| 3. I develop and maintain relationships with various agencies (e.g., informal and formal agreements). | 1 | 2 | 3 | 4 |
| 4. I locate resources (e.g., financial, natural supports programs, services) and make referrals based on the specific need of the child and family. | 1 | 2 | 3 | 4 |
| 5. I coordinate services between or among agencies as needed to meet the outcomes of the IFSP (e.g., educational, social, health). | 1 | 2 | 3 | 4 |
| 6. I work with agencies and families to facilitate the child's and family's transition from program to program or service to service. | 1 | 2 | 3 | 4 |

V. Birth to Three Program Rules

- | | | | | |
|--|---|---|---|---|
| 1. I understand how the Birth to Three Program is part of a statewide system. | 1 | 2 | 3 | 4 |
| 2. I understand that the statewide system has personnel development opportunities. | 1 | 2 | 3 | 4 |
| 3. I understand that the statewide system has a central directory (First Steps). | 1 | 2 | 3 | 4 |
| 4. I understand how service coordination is defined by Part C of the Individual with Disabilities Act (IDEA) and State rules (HSS 90). | 1 | 2 | 3 | 4 |

5. I understand the seven functions of service coordination defined by HSS 90.

1 3 4

6. I understand the rights and procedural safeguards including consent, notification and required processes.

1 2 3 4

7. I understand the eligibility criteria and determination process.

1 2 3 4

8. I understand the procedures, timelines, and content related to the IFSP.

1 2 3 4

9. I understand the services that early intervention is responsible for providing.

1 2 3 4

10. I understand the issues and procedures of confidentiality.

1 2 3 4

11. I understand the similarities and differences between Part C and B of IDEA.

1 2 3 4

12. I understand how services are funded.

1 2 3 4

VI. Personal Skills

1. I employ communication techniques for listening and responding to families and other team members.

1 2 3 4

2. I respect each family's diversity in a culturally competent manner.

1 2 3 4

3. I work with families to identify strategies to overcome obstacles met in achieving their outcomes.

1 2 3 4

4. I apply negotiation techniques, methods of reaching team consensus, and conflict resolution strategies when needed.

1 2 3 4

5. I can facilitate (run) an effective team meeting.

1 2 3 4

6. I practice time management techniques.

1 2 3 4

7. I use strategies for taking care of myself and set appropriate boundaries for my role.

1 2 3 4

8. I respond appropriately in times of crisis.

1 2 3 4

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Resources to Enhance Skills and Knowledge in Early Intervention Service Coordination

This resource listing provides service coordinators with suggestions for obtaining information to enhance their skills or knowledge. The possible resources column corresponds to the *Resources for Early Intervention Service Coordination* handout which provides a full description of the resources and how to obtain them.

Competency

Possible Resources

I. Service Coordination Skills	
1. I understand the role of the service coordinator in early intervention.	2, 21, 27, 31, 32
2. I understand how the principles of family-centered, culturally competent care translate to the service delivery system.	1, 5, 27, 31, 32, 33, 34, 35
3. I understand that parents choose their level of participation in the coordination of services for their child.	1, 21, 26, 31, 32, 36, 37
4. I provide families with information on procedural safeguards including consent, notification and required processes.	2, 3, 4, 27
5. I ensure that parents are co-equals on the early intervention team.	5, 7, 20, 21, 23, 26, 27, 31, 32, 35
6. I build respectful and beneficial relationships between families and professionals.	5, 20, 21, 27, 28, 31, 32, 34
7. I coordinate the evaluation and assessment with the early intervention team.	7, 27, 31, 32
8. I assist families in identifying strengths, resources, and needs and integrating them into the Individual Family Service Plan.	20, 27, 28, 31, 32
9. I offer families resource and service options for meeting identified child and family outcomes.	5, 20, 21, 27, 29, 30, 31, 32
10. I assist families in connecting to resources to acquire or enhance skills they wish to have.	12, 19, 22, 23, 24, 25, 26, 30, 36, 38
11. I offer families opportunities to connect with other families for information and support.	22, 23, 25
12. I develop the Individual Family Service Plan with families and carry out tasks necessary to implement the plan.	5, 19, 20, 27

13. I integrate identified child and family outcomes with resources and service options.	20, 27,
14. I can appropriately identify and access federal, state and local funding sources to assist families in meeting their outcomes.	21, 27, 29, 30, 31
15. I can appropriately identify and access advocacy resources as needed to assist families.	5
16. I can complete necessary documentation and record keeping.	2, 12 (audiotapes related to IFSP Process & Forms, Confidentiality, Targeted Case Management, HSRs Module)
17. I use a systematic method for communicating and coordinating the activities of the providers of a family's team.	27, 31
18. I monitor the quality of the early intervention services provided to children and families.	2, 27, 31
19. I design processes and strategies supporting transitions for the child and family, and evaluate their effectiveness	8, 9, 12

II. Family-Centered Practices

1. I understand the theories and models related to family systems development.	32
2. I understand how multiple stressors may affect a family's participation in early intervention services.	20, 31
3. I support each family in a way that is respectful of its values and life style.	1, 5, 18, 19, 20, 21, 27, 28, 31, 32
4. I offer families options within early intervention (e.g., times, services, settings, level of participation).	5, 27, 31, 32
5. I am able to help the team integrate information from families, evaluations and assessments into meaningful outcomes and daily activities for the child and family.	20, 27, 31, 32
6. I support families as decision-makers throughout the IFSP and early intervention process.	20, 21, 27, 31, 32

III. Team Functioning

1. I understand the importance of parents as team members.	1, 2, 3, 5, 20, 27, 31, 32, 34, 35
2. I understand the various roles people play on teams.	32

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3. I understand the levels of communication and cooperation in different team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary, interagency).	32
4. I understand that role release is an important component to teaming in early intervention.	32
5. I work with the team in conducting screening, evaluation and assessment and development of the IFSP.	6, 7
6. I can facilitate systematic team decision-making.	27, 31, 32

IV. Interagency Collaboration

1. I understand that there are levels of involvement in working with agencies (e.g., networking, coordination, cooperation and collaboration).	32
2. I have knowledge of community agencies, programs, and services (e.g., purpose, contact persons) for infants/toddlers and families.	11, 30
3. I develop and maintain relationships with various agencies (e.g., informal and formal agreements).	32
4. I locate resources (e.g., financial, natural supports programs, services) and make referrals based on the specific need of the child and family.	20, 27, 30, 31, 32
5. I coordinate services between or among agencies as needed to meet the outcomes of the IFSP (e.g., educational, social, health).	2, 20, 27, 31, 32
6. I work with agencies and families to facilitate the child's and family's transition from program to program or service to service.	2, 8, 9, 12, 19

V. Birth to Three Program Rules

1. I understand how the Birth to Three Program is part of a statewide system.	2, 14, 16, 31
2. I understand that the statewide system has personnel development opportunities.	12, 19, WPD [®] Trainings, Biannual Regional Meetings
3. I understand that the statewide system has a central directory (First Steps).	30
4. I understand how service coordination is defined by Part C of the Individual with Disabilities Act (IDEA) and State rules (HSS 90).	2, 3, 27, 31, 32, 39
5. I understand the seven functions of service coordination defined by HSS 90.	2, 21, 27, 31, 32
6. I understand the rights and procedural safeguards including consent, notification and required processes.	2, 3, 4, 12 180

7. I understand the eligibility criteria and determination process.	2, 7
8. I understand the procedures, timelines, and content related to the IFSP.	2, 7, 27, 31, 32
9. I understand the services that early intervention is responsible for providing.	2, 27, 31, 32
10. I understand the issues and procedures of confidentiality.	2, Records Policy - DHFS
11. I understand the similarities and differences between Part C and B of IDEA.	39
12. I understand how services are funded.	27, 12 (MA targeted Cash Management; Katie Beckett; MA/HMO)

VI. Personal Skills

1. I employ communication techniques for listening and responding to families and other team members.	20, 21, 27, 31, 32
2. I respect each family's diversity in a culturally competent manner.	18, 32
3. I work with families to identify strategies to overcome obstacles met in achieving their outcomes.	20, 27, 28, 29, 31, 32
4. I apply negotiation techniques, methods of reaching team consensus, and conflict resolution strategies when needed.	27, 31, 32
5. I can facilitate (run) an effective team meeting.	27, 31, 32
6. I practice time management techniques.	27
7. I use strategies for taking care of myself and set appropriate boundaries for my role.	27
8. I respond appropriately in times of crisis.	27

Resources for Early Intervention Service Coordination

The following listing provides service coordinators with suggestions for obtaining information to enhance their skills or knowledge. The resources correspond to the competencies on the *Self-Assessment of Skills and Knowledge in Early Intervention Service Coordination*. After completing the self-assessment and Learning Plan outcomes service coordinators may choose resources from this list to assist them in getting the desired information. Each competency has associated resources that can be requested from 1) the Department of Health and Family Service Birth to 3 Program, 2) Wisconsin Personnel Development Project, and 3) the Pathways Service Coordination Project.

There are many other possibilities for building competencies and service coordinators are encouraged to make use of the expertise of those in their local or regional programs and communities. Examples include: developing a mentor relationship with another service coordinator; shadowing a veteran service coordinator throughout the IFSP process; interviewing personnel from community support and resource agencies and programs; attending conferences related to the competency; asking program supervisors for inservice training at the staff level; using the Internet or library to gain information; and self study.

Products Available from the Department of Health and Family Services Birth to 3 Program

1. Guiding Principles - Birth to 3 Coordinating Council
2. Wisconsin Administrative Code: HFS 90 - Early Intervention Services from Birth to Age 3 with Developmental Needs
3. Families are the Foundation of Wisconsin's Birth to 3 Program: A Guidebook for Families on Wisconsin's Early Intervention Program
4. Parent and Child Rights Notification. Information from State Birth to 3 Office - Donna Miller at (608) 267-5150
5. Toward Parent and Professional Partnership: Guidelines for Wisconsin's Individualized Family Service Plan
6. Birth to 3 Child Find and Screening of Infants and Toddlers for Developmental Delays and Disabilities - A Resource Guide
7. Birth to 3 Evaluation and Assessment of Infants and Toddlers within a Family Centered Approach - A Resource Guide
8. Step Ahead at Age 3: A Guide for Families in Wisconsin

9. Exceptional Education Information Updates to Public Schools on transitions from Birth to 3 to public schools (from the Department of Public Instruction)
Bulletin # 90.6 Bulletin # 93.6 Bulletin # 94.6
10. State of Wisconsin Foundation Bulletins
 Bulletin #1 - Natural Environments
 Bulletin #2 - Transportation
 Bulletin #3 - Assistive Technology
11. Birth to 3 Directories
 Program Coordinators & County Administrative Staff Providers
 Primary Point of Referral
12. Audiotapes of past Educational Telephone Network (ETN) sessions on issues in early intervention (See list of past ETN sessions)
13. Best Practices in Birth to 3 Identification of Hearing Loss
14. Birth to 3 Annual Reports (1988 to present)
15. Birth to 3: Wisconsin Early Intervention Newsletter (Fall 1989 - Winter 1995)
16. Birth to 3 Videos (all on one tape)
 About the Birth to 3 Program, Two Public Service Announcements,
 and Child Find
17. Birth to 3 Child Find and Public Announcement Brochures and Posters
18. Birth to 3 Diversity Project Manual
19. Birth to 3 Program Review Guide

In Press:

Birth to 3 Program Service Guidelines

For More Information Contact:

DHFS Birth to 3 Program

1 West Wilson Street, Room 418

Madison, WI 53705

Phone: (608) 267-3270

<http://www.dhfs.state.wi.us/Disabilities/Developmental/birth.html>

Products Available from the Wisconsin Personnel Development Project

20. Birth to 3 Video Lending Library Catalog 
21. Identifying Family Concerns, Priorities & Resources: Information for Early Intervention Teams
22. First Glance: Tips for Service Coordination
23. Birth to 6 EVENTS: A Bulletin for Those Who Want to Learn More About Early Intervention (Call to get on the mailing list) 
24. Orientation to Best Practices in Early Intervention
25. Telling Your Family Story - Videotape and Guide
26. Parent to Parent - Encouraging Connections Between Parents of Children with Disabilities
27. Parents and Professionals, Partners in Co-Service Coordination - Videotape and Guide

For More Information Contact:

WPDP

Waisman Center, Early Intervention Program

Room 231, 1500 Highland Avenue

Madison, WI 53705

Phone: (608) 263-5022

Fax: (608) 263-0529

e-mail: sankey@waisman.wisc.edu

http://www.waisman.wisc.edu/earlyint/ei_perso.html

Products Available from the Pathways Service Coordination Project

28. Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination 
29. Pathways in Early Intervention Service Coordination: A Video and Companion Guide 

In press:

Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination

For More Information Contact:

Pathways Service Coordination Project
Waisman Center, Early Intervention Program
Room 231, 1500 Highland Avenue
Madison, WI 53705
Phone: (608) 265-2063
Fax: (608) 263-0529
Email: pathways@waisman.wisc.edu
<http://www.waisman.wisc.edu/earlyint/pathways>

Other Products Related to Service Coordination

30. Wisconsin First Step: Contact the Central Directory at 1-800-642-7837 or 1-800-642-STEP. Brochures are available to share with families.
31. Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course (C896-200) 5 CEUs 
For More Information or to Register Contact:
Independent Learning
University of Wisconsin-Extension
432 N. Lake Street
Madison, WI 53706-1498
1-800-442-6460 or 608-262-2011
http://www.uwex.edu/ilearn/socw_c.html
32. Rosin, P., Whitehead, A., Tuchman, L., Jesien, G., Begun, A., & Irwin, L. Partnerships in family-centered care: A guide to collaborative early intervention. Baltimore, MD: Brookes Publishing Co.
33. *Advances in Family Centered Care*. (a newsletter) Published by the Institute of Family-Centered Care.
Order: Institute of Family-Centered Care.
7900 Wisconsin Avenue, Suite 405
Bethesda, MD 20814
301-652-0281
301-652-0186 (fax)
Ifcc@aol.com
34. Dunst, C.J., Trivette, C.M., & Johanson, C. (1994). Parent-professional collaboration and partnerships. In C.J. Dunst, C.M. Trivette, and A. Deal (Eds.), *Supporting and strengthening families*, Volume 1: Methods, strategies and practices. (pp.197-211). Cambridge, MA: Brookline Books.

35. Jeppson, E. & Thomas, J. (1995). *Essential allies: Families as advisors*. Bethesda, MD: Institute for Family-Centered Care.
Order: Institute for Family-Centered Care
7900 Wisconsin Avenue, Suite 405
Bethesda, MD 20814
301-652-0281
301-652-0186 (fax)
Ifcc@aol.com
36. Loeb, S., Benn, R., Rockhold, K. (1996). *Training parents as service coordinators: A curriculum guide*. Detroit, MI: The Merrill-Palmer Institute.
Order: Merrill Palmer Institute, Program for Early Development & Family Relations
Wayne State University
71-A East Ferry Avenue
Detroit MI 48202
313-872-1790
313-577-0995 (fax)
37. Skadahl, M. (1996). *Keys to parent involvement. Handbook for exceptional education: Overview of the special education process*. Ashland, WI: Cooperative Service Agency 12
Order: Cooperative Education Agency 12
618 Beaser Avenue
Ashland, WI 54806
715-682-2363
38. Ripley, S. (1990). *A parent's guide to doctors, disabilities, and the family*. Washington, D.C.: National Information Center for Children and Youth with Disabilities.
Order: NICHY
Post Office Box 1492
Washington, D.C. 20013
703-893-6061
800-999-5599 (toll free)
39. P.L. 105 - 17



= Also available on web site.

Idaho Infant Toddler Program
Outcomes and Indicators
of Effective Service Coordination

1) Families and children are treated with respect. (Respect)

Indicators:

1. Families are provided an opportunity to share their concerns, priorities and issues prior to input from other sources.
2. Families find the service delivery system to be flexible.
3. Families ability and autonomy are accepted.
4. Family's confidentiality is protected.
5. Service Coordinators are responsive to the multi-cultural needs of families.

2) Families are empowered. (Empowerment)

Indicators:

1. Families concerns, priorities and needed level of support are identified.
2. Families participate in the development and implementation of the plan to the degree they choose.
3. Families gain confidence, knowledge, and independence. (Independence)

3) Family and provider partnerships are supported. (Partnerships)

Indicators:

1. Parents are equal partners in IFSP development and implementation.
2. Families and providers have access to trains and materials about parent rights and relationship building.

**4) Service coordinators are responsive to the concerns and needs of families.
(Responsiveness)**

Indicators:

1. Scheduling varies to accommodate families' needs.
2. Service Coordinators are easily accessible to families.
3. Service coordinators provide creative and diverse solutions to individual family situations.

**5) The needs of the family and child are clearly identified and addressed.
(Needs identified and addressed)**

Indicators:

1. The plan clearly identifies the family's needs.
2. The plan clearly identifies the roles and responsibilities of the family, service coordinator and other responsible parties.
3. The plan helps the family attain their identified needs.
4. Family members and providers have the necessary information to meet the needs of the child and family.

6) Service coordination facilitates the efficient and cost-effective delivery of early intervention services. (Efficient & cost-effective)

Indicators:

1. Natural and paid supports are used to meet families needs.
2. Duplication of services is minimized.

**7) Service coordination is helpful to families and contributes to family well-being.
(Satisfaction/Helpful)**

Indicators:

1. Regular communication between the family and the service coordinator focuses on the current and emerging needs of the family and child.
2. Service Coordination contributes to the overall well-being of the family.

3. Service Coordination decreases families stress.
4. Service Coordination decreases the complexity of families lives.

(8) Service coordination facilitates relationships among families and community resources. (Community)

Indicators:

1. Children with disabilities and their families receive services and participate in natural community environments.
2. Families are aware of community opportunities.
3. Community partners are aware of the early intervention system and how they can support families and children with disabilities.
4. Parents are networking with each other.
5. Natural supports such as churches, neighbors and volunteer groups are involved in services for families.

9) Service coordinators feel a sense of accomplishment. (Accomplishment)

Indicators:

1. Service Coordinators feel their work is valuable and meaningful.
2. The Early Intervention system has changed through Service Coordination input.

10) Families have ready access to the services and supports they need. (Access)

Indicators:

1. Service Coordinators locate services in geographic proximity to the families or ensure that transportation is available to services.
2. Services and information are provided to families as soon as they need them.
3. Information is provided to families in an understandable way.
4. Service Coordinators help families access necessary supports.

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Appendix D

Sample Evaluations

- Pathways Participant Evaluation of Technical Assistance-Idaho
- Outcomes of Effective Service Coordination Evaluation Summary Summer Institute
- Pathways Training-of-Trainers Evaluation Summary-Kentucky
- Alabama Early Intervention System Evaluation Summary
- 1998 International Parent to Parent Conference Evaluation Summary
- Next Steps Evaluation Summary-Wisconsin Regional Meetings
- Supervision Meeting Evaluation Summary-Wisconsin



RECEIVED

MAY 19 1997 ✓

PARTICIPANT EVALUATION OF TECHNICAL ASSISTANCE

Consultant: Liz Hecht & Peggy Rosin

Date(s) of Service: March 4 & 5, 1997

Consultation to: Mary Jones

A. OUTCOMES OF TECHNICAL ASSISTANCE (TA)

Please rate the extent to which you believe the consultation contributed to accomplishing the intended OUTCOMES. Please feel free to provide explanatory comments.

- | | Not
Accomplished | | Somewhat
Accomplished | | Completely
Accomplished |
|--|---------------------|---|--------------------------|---|----------------------------|
| 1. To facilitate on process to draft outcomes and indicators of effective service coordination | 1 | 2 | 3 | 4 | 5 |

Comments: *Draft outcomes written and formatted for use! The process was well organized, involved all participants, and resulted in a draft developed with broad input.*

2. Were there any other outcomes as a result of the TA that are not listed above?

☒ yes ☐ no

If yes, please describe:

The process has been helpful for clarifying expectations, roles, and responsibilities.

B. QUALITY AND USEFULNESS OF SERVICE

- | | Unsatisfactory | | Average | | Excellent |
|---|----------------|---|---------|---|-----------|
| 1. Rate your satisfaction with the overall quality of the TA: | 1 | 2 | 3 | 4 | 5 |

2. Were there some aspects of the TA that were particularly strong and/or useful?

☒ yes ☐ no

If yes, please describe:

(state) The individualized planning process and response to state priorities. Peggy and Liz were great to work with! Well thought out activities.

3. Were there some aspects of the TA that were weak or not useful?

☐ yes ☒ no

If yes, please describe:

BEST COPY AVAILABLE

C. SATISFACTION WITH TA CONSULTANT(S)

1. Rate your satisfaction with selection and expertise of consultant:

Unsatisfactory Average Excellent
1 2 3 4 5

2. Please comment on strengths/weaknesses of consultants with respect to preparedness, expertise, organizational or interpersonal skills, etc:

Consultants were well prepared, communication and documentation was organized and timely. Both Liz and Peggy were personable, articulate and had expertise in the content.

D. COMMENTS

1. Were there aspects of Pathways staff procedures (e.g., planning the TA, communication with you about your TA needs, scheduling, follow-up, etc.) that enhanced or limited the quality or usefulness of the TA?

Please describe:

☒ enhanced ☐ limited ☐ both

Pathways staff have been very good listeners and paced the TA to align with our schedules and capacity in state.

Please list additional comments that you wish to make regarding the TA. Please provide any suggestions you might have for future TA.

It has been a pleasure to work w/ Pathways. The TA has allowed us and supported us to address a challenging area of our system which needs refinement.

Signature (optional) / Date

PLEASE RETURN THIS FORM TO:

Pathways
Waisman Center
1500 Highland Ave., Room 231
Madison, WI 53705-2280

Thank you for your time and thoughtfulness

[E1 PATH2 CONTACTS]DISCUSS1 LEVI

STATE TRAINING AND TECHNICAL ASSISTANCE PLAN

State Name Idaho Date February 6, 1997

Lead Contact Person Mary Jones, Manager, Idaho Infant Toddler Program

State Plan Team Members Jessie Marie, Angela Rapp, Kennedy, ...

Overall Goal:

OUTCOMES	STRATEGIES	TIMELINES	PERSON RESPONSIBLE	EVALUATION
1. Identify the outcomes Idaho expects from effective service coordination by developing a common vision among relevant stakeholders	■ Convene a planning meeting of stakeholders. ■ Develop agendas for technical assistance. ■ Invite a broad-based group of stakeholders to meeting. ■ Draft outcomes and indicators. ■ Develop next steps to move onto outcomes #2 and #3.	■ December 2, 1996 ■ December 1996 ■ January, 1997 ■ March, 1997 ■ March, 1997	■ Mary Jones ■ Peggy Rosin & Liz Hecht ■ Mary Jones ■ Stakeholder group and Pathways staff	
2. Identify the skills and supports service coordinators need to achieve these outcomes.	■ TBD*	■ TBD	■ TBD	
3. Revise, modify, or adapt service coordination training to address the skills needed to achieve these outcomes.	■ TBD	■ TBD	■ TBD	

* TBD - To Be Determined

OUTCOMES OF EFFECTIVE SERVICE COORDINATION: MAKING IT HAPPEN

OUTCOMES OF EFFECTIVE SERVICE COORDINATION - Lisbeth Vincent (n=41)

	<u>Low</u>		<u>High</u>		<u>Mean</u>
1. Objectives were clear from the beginning	1	2	3	4	3.68
2. Well organized and used the time effectively	1	2	3	4	3.80
3. Concepts/ideas presented were useful and relevant	1	2	3	4	3.76
4. There was sufficient opportunity to learn from and share ideas with other participants	1	2	3	4	3.88

What information/activity did you find most helpful?

- Bringing the IFSP back to the family and not just focusing on the child's needs. Activity: Breakout Session-Sharing of Ideas.
- I really needed information and encouragement in better preparing parents for the future and providing them with the skills they will need.
- Presentation of "Planning for the Future".
- Information on how to define and measure effective service coordination. Great networking opportunities.
- Outcomes of Service Coordinator Curriculum Project-interesting.
- The entire presentation was wonderful.
- Some very good suggestions.
- Identification of specific strategies/concepts for service coordination.
- Small groups generating outcomes from different perspectives and sharing them.
- Development of outcomes.
- Outcomes for service coordination gave me a broader view of my job, which I had but supervision would like to limit.
- Wonderful suggestions about how to direct the process to be more family oriented.
- Small group discussions and Lisbeth Vincent's lecture.
- Everything discussed was tied together very well. I am only in my second month as a service coordinator and I feel I now have plenty of ideas to bring to my team.
- Writing the four different outcomes.
- Lisbeth's discussion and handout regarding helping families to navigate the system was most helpful. It was also informative to look at outcomes from various perspectives.
- Discussion on how outcomes on IFSP can reflect the roll of the service coordinator.
- Adult learning - where your challenges and interests are. Reflective practice.
- Historical perspective on Part H. Lisbeth's wealth of knowledge and respect for families-it was great to soak that in.
- Paradigm shift from child focused to family focused (family education)-I thought this was good.
- Planning for the future.
- Breaking into groups and sharing with others.
- The fact that "educating families" is stressed and needed. I need to do more and have some new ideas now about the content of that education.
- Hearing Lisbeth share her ideas.
- Small groups.
- Sharing ideas for service coordination outcomes.
- Others states' experiences.
- To learn to take ideas of "how to" and turn that into the umbrella outcomes.

- Ideas from other coordinators to take home and utilize. How different states work and help to see own positives/negatives.
- Family outcomes as the foundation and benchmark for service coordination.
- Skills that would help families throughout the birth to 3 experiences and beyond.
- Identifying outcomes of effective service coordination-I'm sure I will be doing service coordination outcomes page of IFSP differently.
- Really liked the discussion about "conflict" vs. "confluence".
- Open discussion.

Suggestions for future presentations:

- More time with Ms. Vincent.
- Flip on Lisbeth's grant.
- I like the small group and large group setup.
- How do we organize our work to have time for the education we want to do?
- Tying together information from our group activity with subsequent handouts more clearly-I could have used more closure on that.
- Put groups in separate rooms-it was hard to hear your group over other groups.
- A curriculum for educating families and strategies for providing this education.
- I would have liked to hear more from Lisbeth and spend less time in the work groups.
- Enjoyed general presentation style.
- Be more realistic. There is no time or money to train and educate low-income, Spanish speaking, developmentally disabled adults to be middle class college educated advocates.
- Not realistic. Focused on a generalized type of service coordination. Focused on generalized client population, basically white, upper-middle class, educated families. That is about 3% of my client population.
- Would have helped to shorten small group time a bit. Sharing and learning from others is very essential, yet at this point in service coordination history, we need lots of the kind of information Lisbeth has: Curriculum guidance; Research outcomes...practical stuff.
- Would have liked more information on the research done re: service coordination. The research Lisbeth cited was very interesting and I would have liked to hear more.
- Lisbeth presented information clearly. I felt a lot of these topics were common sense for many and great information for others.

BUILDING CHANGE-AGENT SKILLS: CHANGING THE WAY WE THINK ABOUT CHANGE - Larry Edelman (n=37)

	Low High				Mean
1. Objectives were clear from the beginning	1	2	3	4	3.73
2. Well organized and used the time effectively	1	2	3	4	3.84
3. The concepts/ideas presented were useful and relevant	1	2	3	4	3.78
4. There was sufficient opportunity to learn from and share ideas with other participants	1	2	3	4	3.62

What information/activity did you find most helpful?

- Visual explanation (presentation of ideas).
- Information on reciprocity and currencies! I bought Influence without Authority last night.
- All of it was great.
- Questions to ask others to get additional information from people.
- The pace was great! Larry is so good at getting at the real issues using humor and humanness. Handouts are loaded with useful information.

• Larry's presentation regarding change was wonderful. The information that Larry shared regarding strategies for working with resistance were very helpful, from both a personal and organizational perspective. The interjection of cartoons throughout were terrific!

• Discussing ways to make change a positive experience and how to convince others to work with us.

• How to develop realistic visions for the families I work with.

• Participation from the group was helpful. Small group activity. New IDEA or new way to think about old IDEA. Loved the video! Wonderful presentation.

• Everything that was discussed in the conference.

• Made the group feel very relaxed and comfortable together.

• Humor brought into the lecture. Learning how persuasion can be win-win.

• Method of presentation. Suggestions of reading/references.

• How different people approach change and how to participate and help the team through change.

• It was all great-lots to take-I will use lots of it.

• He was a very good presenter, but it was just all too abstract for me-I wanted more "nitty gritty".

• Learned ideas about communicating effectively. Entertaining. Open discussion. Very knowledgeable.

• Handouts were very helpful. Good presenter and facilitator. Change plan worksheet was great.

• Appreciated the framework of the seven principles of change. This gives me a framework to think about change and approach handling change in a new way.

• Hearing Larry share his ideas.

• Strategies for working through times of change.

• Larry's presentation of his presentation.

• Film of corn popping.

• People don't resist change, they resist personal loss. Thought it was all useful.

• Change-how it occurs.

• Change planning worksheet. Positive way to self guide or team guide.

Suggestions for future presentations:

• Watch the time.

• Continue with the setup that was used in this conference.

• Give us Larry all day.

• It was great and very interactive.

• Needed to be able to apply information more clearly to our roles as service coordinators. The difficulty is less with conflicts and more about lack of resources.

• More organized project development.

• Have people work together more in small groups.

• The role of power in change. How to balance power in a change effort. How to respond to "personal agendas" in the face of change efforts.

• Larry had so much information to share that he seemed rushed. Perhaps he could focus on a piece of his topic.

• Make section on currencies more concrete and relevant.

• It seems like information is based on "problems". Why can't we have more conferences that focus on techniques, more positive entry.

Small Group Sessions - Day Two
 DISCOVERING NEW SOLUTIONS (n = 18)

	Low High				Mean
1. Objectives were clear from the beginning	1	2	3	4	3.78
2. Well organized and used the time effectively	1	2	3	4	3.72
3. Concepts/ideas presented were useful and relevant	1	2	3	4	3.89
4. There was sufficient opportunity to learn from/share ideas with other participants	1	2	3	4	3.61

What information/activity did you find most helpful?

- Stating problems in different ways leads to different solutions.
- Nice variety of strategies-wonderful practice of suggestions. Blend of serious and humor. Great-my favorite part!!
- Good ideas.
- How to get everyone to interact and become part of the discussion.
- Great activities!
- Creativity.
- Different problem solving techniques.
- Thought they were all useful.
- it was great to actually do the activities. Pointers about facilitating these activities.
- The handout with the various activities to get at solving various problems is most helpful.
- Some good examples of how to get groups to think out of the box.
- Specific suggestions for training ideas to take home. Breaking down problem solving into more detail-this will definitely help me at home!
- Training suggestions. Content of presentation regarding change I can use in my training to help participants grasp concepts more effectively.

Suggestions for future presentations:

- More time.
- Calculating change efforts following implementation of change. Creating ownership of change efforts within an organization/group.
- Let each participant be the facilitator to be able to be in that role.
- Not enough group discussion. Use someone's real problems. Unsure of specific topic to be discussed when I left for lunch prior to this meeting. Please do not make gender comments on why we like certain techniques.
- Get to evaluation.

Small Group Sessions - Day Two

RESPONDING TO FAMILIES THAT DON'T FIT THE SYSTEM (n=8)

	<u>Low</u>				<u>High</u>	<u>Mean</u>
1. Objectives were clear from the beginning	1	2	3	4		3.00
2. Well organized and used the time effectively	1	2	3	4		3.00
3. Concepts/ideas presented were useful and relevant	1	2	3	4		3.13
4. There was sufficient opportunity to learn from/share ideas with other participants	1	2	3	4		3.50

What information/activity did you find most helpful?

- One Stop Shop (for health care for children and birth to 3 program in Detroit planning stage). Louisiana-All health/birth to 3 programs are being combined. Other states are having similar problems with birth to 3 parent participation.
- Time to explore next steps.
- Specific discussion group work on real family situations.
- Overall, just getting ideas from other participants.

Suggestions for future presentations:

- More focus on the "now". More ideas/help on how to serve these families. New ideas-more time on how with peers.

• I felt it was a repeat of the day before-need new information.

Small Group Sessions - Day Two

SERVICE COORDINATION MODELS (n=8)

	<u>Low</u>				<u>High</u>	<u>Mean</u>
1. Objectives were clear from the beginning	1	2	3	4		3.00
2. Well organized and used the time effectively	1	2	3	4		3.50
3. Concepts/ideas presented were useful and relevant	1	2	3	4		3.25
4. There was sufficient opportunity to learn from/share ideas with other participants	1	2	3	4		3.75

What information/activity did you find most helpful?

- Looking at outcomes and breaking down skills and knowledge needed. Strategy to use at looking at a critical task.
- Projects were very helpful in stimulating ideas to take home. Great activities to think about own situation and problem solving.
- Sharing ideas in groups.
- Having the opportunity to present a challenge that I am facing in service coordination and then get suggestions from colleagues from various parts of the country was extremely beneficial.
- Strengths and weaknesses for each service model.
- I enjoyed the last activity where you worked together to obtain suggestions to a problem.

Suggestions for future presentations:

- "Problem" oriented-I'm interested in more focus on groups on positive training, not talking about what is not working-"help me".
- Discuss more models, longer time spent on issues.
- More content, less discussion, such as description of models. Results of Pathways grant.
- Continue with the same setup.
- Provide more examples of service coordination models rather than ones in practice.

Small Group Sessions - Day Three

TRAINING AND SUPPORTING SERVICE COORDINATORS: AN ECOLOGICAL PERSPECTIVE (n=14)

	<u>Low</u>		<u>High</u>		<u>Mean</u>
1. Objectives were clear from the beginning	1	2	3	4	3.57
2. Well organized and used the time effectively	1	2	3	4	3.50
3. The concepts/ideas presented were useful and relevant	1	2	3	4	3.43
4. There was sufficient opportunity to learn from and share ideas with other participants	1	2	3	4	3.21

What information/activity did you find most helpful?

- Importance of reflection.
- Reflective practice. Getting together with other statewide service coordinators.
- Sharing what others are doing.
- Sharing with other states.
- Sharing with others.
- I believe so strongly that we need to address attitudes and beliefs prior to looking at changes in behaviors-thanks for all your perspectives!!
- The term "Reflective Practice" is new to me-although I have heard of the principles of it in different ways. The biggest "ahah" for me is that supervisors of service coordinators should help create an environment that does for service coordinators what those service coordinators are expected to do for their families.
- Hearing from other states (I was familiar with workshop content already).
- Learning how other staff do it and the realization that we might know what needs to be done, but no one assists or shows us how to get there.

Suggestions for future presentations:

- How to effect change when, for example, supervisor or leadership has different ideas of the role of service coordination. Bringing supervisors and service coordinators together.
- More time.
- More time to share.
- Wanted more time to hear from other states.
- Need ore time as always.
- More of the basics on "Reflective Practice"-like basic principles, components of, etc.
- I wish I could have heard more about what Pathways is doing outside of Wisconsin. How can I be part of that and utilize Pathways?

Small Group Sessions - Day Three

TRANSLATING OUTCOMES INTO EVERYDAY PRACTICE (n=16)

	<u>Low</u>		<u>High</u>		<u>Mean</u>
1. Objectives were clear from the beginning	1	2	3	4	3.06
2. Well organized and used the time effectively	1	2	3	4	3.31
3. The concepts/ideas presented were useful and relevant	1	2	3	4	3.25
4. There was sufficient opportunity to learn from and share ideas with other participants	1	2	3	4	3.50

What information/activity did you find most helpful?

- Outcomes and why they are so important.
- Group activities were stimulating, effective, education. Best segment so far!
- Well organized.
- Comparing service coordination to a garden, etc.
- Discussion with others.
- Developing outcomes, steps to take for reaching the ultimate goals.
- Open discussion.
- Clarification of terms. Sharing of ideas.
- Service coordination is like a ...
- Useful information from small group share. Not what I expected. Discussion about different expectations, for example, federal, state, service coordinator, family. Somewhat helpful to hear the expectations are not the same.
- Really breaking things down into small steps, discussing with folks from other programs.
- Very good and useful when actually working with families. Very enjoyable.
- Analogies of service coordination.

Suggestions for future presentations:

- More time for additional situations-case study, etc.
- Not enough time.
- More clear definition of the word "outcome".
- More scenarios-writing outcomes for less general, academic material.
- Perhaps more time to connect with others at end period of sessions. Get discussions going and then time to share.
- More direct information and examples.
- Would have like more time.
- No suggestions-very well organized.

HOW TO KEEP DANCING WHEN YOU ARE TOO TIRED TO CARE (n=32)

	Low		High		Mean
1. Objectives were clear from the beginning	1	2	3	4	3.47
2. Well organized and used the time effectively	1	2	3	4	3.66
3. The concepts/ideas presented were useful and relevant	1	2	3	4	3.66
4. There was sufficient opportunity to learn from and share ideas with other participants	1	2	3	4	3.69

What information/activity did you find most helpful?

- Everything I enjoyed, and I'll try to apply this new information to myself.
- Good idea to have a visualization activity near end of sessions (TOTAL SESSIONS) revived me for remainder of morning.
- Sharing with other personnel other state ideas!!
- Thought provoking.
- Loved the stone exercise.
- Relaxation ideas calendars.
- The stone was wonderful! Thank you! It made me more aware of my needs!
- A good review
- The opening exercise of finding a special place where I can let go of the stress--and how to bring that special place into our work environment. I haven't been to my special place in a long time, thanks for inviting me "home" to myself.
- Really enjoyable way to finish the week.
- Chance for personal reflection.
- Listing what is important to us.
- Very relaxing, informative and time to spend real time with people.
- Like the stone exercises. Very thought provoking. Something I can share with others and something I can use for me. Nice way to share feelings/thoughts with others at the table.
- Thinking of people in our lives who played the various roles.
- Prioritizing reflection.
- Good way to reflect.
- Visualizing my "special place". I think I'll use this technique more in the future. Rock activity.
- Touchstones session.
- The stone activity and taking the stone home. Reminder to think of self too, not just others.
- Great idea for bringing something back to daily lives, put life and work into perspective ties everything together.
- Touchstones--great idea!! Sharing with the groups was very constructive and offered some good insight.

Suggestions for future presentations:

- Divide groups at table into varying roles so that participants can ID varying support needs: direct service, administration, etc.
- Presenters, you all did a good job. So, continue to do the helpful job.
- Quick physical exercise (PT) that can be done at work to relive stress. How can tools like Nyers-Briggs and Correagram be used to better work with colleagues?

More of this would have been great!

- Pace too slow for ending activity.
- Have a high energy inspirational person speak using humor.
- Wonderful

• Address models of service coordination--this really focused on one aspect--not really aspect of this particular

segment, but was an overall.

File (or more) good idea(s) I am taking home from this institute:

- Sample outcomes.
- Everything that I heard from the conference.
- "Relaxing" activities during presentations. Techniques for affecting change. Good ideas to use in training.
- Effectiveness of outcomes.
- Solve problems.
- New way to approach problem solving. Different approach for training.
- Reflective practice. Outcomes of service coordination.
- Support has come from all across the United States I was extremely pleased to see a man from Japan participate in this program. It says a lot for collaboration.
- Touchstone! Reflective practice for support for Service Coordination. Many new problem solving skills.
- More vision in my role both as Service Coordination and as staff member.
- Wonderful handouts.
- Effective outcomes are possible with a bit of work. IFSPs need to be broad and include more effort to encompass and focus on the family's needs, not only therapy needs. Change does not always need to be painful if done appropriately in can be empowering and enriching.
- "Confluence". New ideas for helping people solve problems and solving own problems.
- CHIPS--Outcomes related to family needs and how to get outcomes to be related to service coordination activities.
- Problem solving activities.
- The problem solving ideas--will be helpful in Planning Region Team meetings to get the process started.
- Problem solving techniques for teams. Information about how other EI programs function.
- Opened my mind to change--what we are doing now isn't working anyway.
- Seeing my work in a broader perspective. Not always focusing on the day-to-day. Seeing the big picture.
- Change ideas. Outcomes clarification. Rejuvenation.
- Balancing responsibilities--personal vs. work vs. me vs. loved ones, etc. Binders given to family with IFSP and info.
- Viewing outcomes as family focused and not solely child focused.
- Communication skills, outcome development, team building advise/ideas for ongoing service coordination.
- I need to look at the IFSP process.
- Grateful for training materials available now and upcoming resources. Contacts with other S.C. from other States.
- I need to re-think my role and parent role regarding preparing parents for future skills needed and best ways to individualize that.
- To feel confident in education families and look toward the future instead of always working on "today". Also, that change works best if you know where you are going.
- Parent workshops at our center and in homes. Earlier transition discussions and goal writing. Less "therapy" goals and more family goals in IFSP.
- Lots of info on "change" I love the idea dn will use the "conference model"
- Relating Service Coordination effectiveness to job descriptions/critical task.

Feedback/appreciations for Lisbeth Vincent:

- I've very delighted to attend this conference to hear from you and all the good information I received to help me out.
- I enjoyed this presentation the best--mainly because I felt affirmed, encouraged and please at our state's accomplishments as well as motivated to continue to work hard.
- Good presenter.
- Good speaker.
- Very thought provoking--great info.

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- Great information--validated my feelings.
- Excellent.

• Thanks for coming! Good luck with back problems!

• I will eagerly be awaiting word of the publication of the curriculum you are working on. I will definitely start incorporating more family education in my hands-on work with families.

- Needs to be more realistic toward what our real life experiences.
- Enjoyed overall presentation.
- Good ideas/stimulating to be more family oriented/education oriented.
- Very insightful. It is so good to hear her say thing decided years ago may not be the best way.
- Wonderful speaker. Professional.
- Excellent; very thought provoking.
- Great insight into other programs service coordination. However focused on one specifically which does not match all represented here. Very informative, energetic, supportive.
- Great speaker, easy to understand, fun.
- Enjoyed the session very much.
- I can leave believing that I've achieved many skills as a Service Coordinator and that there is and will be valuable assistance to hone my Service Coordination skills.
- Wonderful presentation. Your knowledge and humor inspired and energized me. I appreciate the time and preparation put into the presentation, and your commitment to service coordinators and other early intervention professionals.
- A wonderful, clear and concise presenter who believes in families and whose enthusiasm is definitely needed! I greatly enjoyed this day and came away with a lot of useful and practical suggestions! Thank you!
- I like Lisbeth's use of humor throughout the day.
- Great interaction with your students and very productive day.
- Great stuff--more interaction in presentation would be helpful in a day-long presentation.
- Excellent job interaction with participants. Very friendly, open presentation. Good info. Did get a little long but good opportunities for discussion.
- Would like to get more training from her--more in-depth.

Feedback/appreciations for Larry Edelman:

- I'll have to take everything with me and share with my co-workers and colleague to improve our performance at work.
- As always--despite having the opportunity to hear Larry several times--he is still fresh, presents well, has relevant content and I learned new (and practical) techniques. Thanks.
- Good presenter.
- I've always enjoyed your presentations and this one was no different.
- Very good presentation--information extremely interesting--looking forward to implementing new ways of problem solving.
- Wonderful presentation. Keep working and sharing!
- Wonderfully thought provoking!
- Thank you for the eng: ging, fun and very informative day. I attended both sessions with you and am so grateful for the new strategies and helpful handouts.
- As a trainer I always learn great tips and techniques from Larry--Thanks!
- Jokes great, very well organized. More small group presentation.
- Love your presentation style--wonderful strategies to try cartoons. Great!
- All of it useful! Timing, presenter, participation...would like to hear some more.
- Fantastic facilitator. Great model to learn from.
- Very dynamic speaker! Great videos and cartoons.
- Please ask him back, he was great!
- I liked how you could use some simple examples, that made concepts very clear.

- Great cartoons! Wonderful speaker. Great job tying this to REALITY!!!!
- Wonderful presentation. I especially enjoyed his use of comics.
- Entertaining, informative, got everyone to think and look at self and organization. Great presentation.
- Great at the start--dip in the middle (boring) Great at the end. Wasn't always clear.
- Very sorry I could only attend first day.
- Another very productive day. I found much info most helpful being a supervisor and I want the type of supervision provided here.
- Great--even though I was tired I kept wide awake by his presentation.
- Good audiovisuals. Up beat.

Feedback/appreciations for the Pathways Staff & Wisconsin Presenters:

- Evaluating each session individually didn't allow me the perspective until Friday that we needed much more on outcomes. Since this wasn't advertised as a program on change. Larry was great, but met the focus. We needed 8 hours more on outcome development.
- This symposium is one I have wanted to attend for along time. The accommodations, organization, presentations were all very good. Most importantly I did learn new and useful things. Thank you.
- Thank you for putting this on. I know it takes a lot of work.
- Nice job! Felt relaxed and comfortable and that's to your credit.
- Thank you so much--one of the best conferences I've attended!
- Great topic and well done--acoustics not good in ballroom. Very distracting at times.
- Great institute! Start planning for next year!
- Great work! What a wonderful few days this has been. I feel energized and renewed, and ready to go home and try some new things. Also, I appreciate being able to meet others from around the county who are doing this work. Would like to have been able to purchase resources on display (binders) at the conference to take along home.
- Conference was well planned, ran smoothly and left me feeling energized and refreshed--so, you all did a great job! Thanks!
- Sue seemed to be not as objective as I would have liked (Not one way is best)
- 3-5 folks would've benefitted from this institute--were they invited/informed? A conference meeting that brings various agency folks together around some of these topics--esp. i.e change--would be nice. Wonderful 2 1/2 days! We are fortunate that you provided this for us.
- Start conference on Sunday after or arrange some way that we would have a Saturday night stay for cheaper air fares.
- It would be nice to have daytime hours to shop and visit museums. Perhaps have a dinner-evening meeting to make up that time. Madison was a terrific site for the Conference. I enjoyed it very much.
- Wonderful best practice ideas/work. Great content. Wish you would take the next step. Great job bringing humanity back into work.
- It would be great if the Pathways trainings could be a teleconference.
- Great organization, time managed well, great location of hotel/seminar location. Some seemed not to be OBJECTIVE to other programs.
- All of them were well versed and knew their materials--very sharing and professional.
- Conference was well organized.
- As always, you bring us to the fore front in B-3 as a state and I am proud to be a B-3 professional in Wisconsin.
- Very organized, great material. Thanks for your support and commitment to this often challenging profession.
- I wish that there was more info and feedback and interpretation on Part H and Part C training.
- Nice people. Thank you for hosting!
- Wonderful coordination of conference. Hospitality was good. Good hotel choice. Would have liked more information about what Pathways actually does or is.

Please mark the descriptor that most accurately describes your role at this institute:

Parent: 6

Service Coordinator: 22

Program Director: 2

Supervisor: 4

State Agency Staff: 4

Other(Please describe): 6

Trainer, University Trainer, Training/TA Coordinator-Regional Level, EC:EEN, Teacher, ECSE.

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PATHWAYS TRAINING-OF-TRAINERS

Louisville, Kentucky

APRIL, 1997

EVALUATION SUMMARY

N= 14

Please circle the appropriate number:

Low

High

The training objectives were clear.	3.65	1	2	3	4
I had input into the development of the agenda.	3.25	1	2	3	4
There was sufficient discussion of each content area and its applicability to service coordination.	3.54	1	2	3	4
There was sufficient opportunity to discuss how we would use these materials in Kentucky.	3.29	1	2	3	4
I was clear on the purpose of each exercise.	3.50	1	2	3	4
I knew what points we wanted to make in processing each exercise.	3.43	1	2	3	4
There was sufficient opportunity to watch someone and see how it is done.	3.71	1	2	3	4
There was sufficient opportunity to practice.	3.64	1	2	3	4
There was sufficient opportunity to team up and share with others.	3.93	1	2	3	4
I enjoyed working with other members of the training team.	4.00	1	2	3	4

What information/activity did you find most helpful to you as a trainer?

- Activity #16 "Outcomes of Effective Service Coordination" this can be used in several different ways and with different groups
- Just being given such a wide array of activities was so helpful. In the past my repertoire of activities was limited. You've increased it greatly. Thanks!
- Activity #10 Consensus building I'm already planning to use this in a training I'm planning
- Skill Transfer
- Phone # for personal assistance - How to embed content in dynamic and fun activities - Nothing stays the same in terms of needs of families, service coordinator, administrators and trainers changing over time (e.g. 2 years ago vers now)
- The "Partnerships" prioritizing activity/teaming activity (#10) & "Teachable Moments for skill transfer (#14 & #15) were very useful.
- Practicing - then going over points.
- Transfer of skills
- I really liked the analogy of the forest that we read.
- Formatting activities - talking points and processing these. Presenters were knowledgeable and positive in their presentation. Made folks feel comfortable talking, sharing, etc. Good modeling.
- Partnership activity (#10) - Info on transfer of skills

What information/activity was least helpful to you as a trainer?

- The last activity
- All was informative and helped a lot. Kentucky families and professionals will never be the same!
- Role play
- The eco map (guess who- Ann). Actually after we processed the activity the second time I was starting to get into it.
- Would have liked to have an opportunity to expand activity - just not enough time.
- Felt a little at loose ends about talking points fro activities #18-#20. Would have liked additional suggestions from trainer for future reference.

Other suggestions or comments:

- Everyone from Pathways did an excellent job!
- More time to process an activity and discuss options for use.
- Come back soon. KY will benefit from the visit.! Thanks
- I'm looking forward to printing
- Little more time to work with our teams to figure out how to use activities
- Great training. I learned a lot in a very enjoyable and productive format.

What additional training experiences or supports would you like to have?

Check all that apply? Please add some more suggestions.

- ☒ 4 practice (role playing)
- ☒ 4 watch another training team, see how they provide training.
- ☒ 7 get feedback from the group on my training
- ☒ 1 video tape myself
- ☒ 4 modify a section to fit my style
- ☒ 8 team up with a trainer from another team
- ☒ 2 read some articles/information on the training topic
- ☒ 10 spend some time talking about a training after a team has presented the materials
- ☒ 8 be able to call Pathways staff if I have questions as I use their curriculum
- ☐ other (please describe) Share what trainings we have already developed with the whole group.

Most Helpful

- Activity #16 "Outcomes of Effective Service Coordination" this can be used in several different ways and with different groups
- Just being given such a wide array of activities was so helpful. In the past my repertoire of activities was limited. You've increased it greatly. Thanks!
- Activity #10 Consensus building I'm already planning to use this in a training I'm planning
- Skill Transfer
- Phone # for personal assistance - How to embed content in dynamic and fun activities - Nothing stays the same in terms of needs of families, service coordinator, administrators and trainers changing over time (e.g. 2 years ago vers now)
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Least Helpful

- The last activity
- All was informative and helped a lot. Kentucky families and professionals will never be the same!
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- The eco map (guess who- Ann). Actually after we processed the activity the second time I was starting to get into it.
- Would have liked to have an opportunity to expand activity - just not enough time.
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Other Suggestions

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- Little more time to work with our teams to figure out how to use activities
- Great training. I learned a lot in a very enjoyable and productive format.

ALABAMA EARLY INTERVENTION SYSTEM

YESTERDAY, TODAY AND TOMORROW: LEARNING FROM THE PAST- PLANNING FOR THE FUTURE.

EVALUATION

N=33

Please circle the appropriate number below:

		Low		High
1.	Objectives were clear from the beginning 3.85	1	2	3 4
2.	Was well organized and used the time effectively 3.76	1	2	3 4
3.	The concepts/ideas presented were useful and relevant 3.82	1	2	3 4
4.	Small group discussions were effective 3.76	1	2	3 4
5.	There was sufficient opportunity to learn from/share ideas with other participants. 3.52	1	2	3 4

What information/activity did you find most helpful:

- How to teach families the skills to develop empowerment.
- The support, opportunity to share and laugh together were great.
- discussion/group breakout.
- Networking with service coordination.
- Solution finding framework exercise.
- Tools for Healing. Solution finding framework.
- All activities were useful.
- Hearing ideas from others.
- Issues of communication.
- Being able to break up into teams and think of solutions together; this made me feel more involved (and attentive).
- All information.
- A story about Roles and Boundaries.
- Discussing options on the Tiffany situation.
- The case and solution finding framework paired with small group discussion.
- Determining descriptions about yourself by examining the stories we each chose. Group activity for reading and discussing the Eloise, Tiffany, Jarelle story.
- Solution finding framework.
- Just getting to share ideas with other service providers around the state.
- Discussion from other service coordinators.

- group discussions.
- group discussions.
- Before and after evaluation and assessment.
- Group discussion.
- Communicating more with families.
- The group activities were useful and lots of fun.
- Sharing activities.
- The interaction of the group.
- The group interaction.
- The group discussions were absolute mush, which helped to highlight the need for training so that one can develop skill in analysis....
- Handouts.

One (or more) good idea(s) I am taking home from this workshop:

- Taking care of myself.
- Thinking out of the box--looking for positions in a situation (actually this will work in personal life situations)
- Learning how to be comfortable in groups and sharing information.
- Solution finding network.
- Better ways to interact with families.
- More diverse ideas about service coordination roles working with families.
- To allow my families to be more independent.
- Rock exercise.
- I will utilize the stone self-examination activity in staff meeting.
- Use framework to solve problems.
- Solution finding framework. I might think more about what values that I have that might differ from families, and how that might affect my practice with them.
- Folders for families.
- Communication-Helpful tips.
- The concept about the rock.
- Help families to help themselves from the beginning.
- Importance of nurturing one's self in order to nurture or be of support to others.
- The solution finding handout.
- The family issues to look at in different ways.
- The solution finding framework.
- My rock.

My suggestions for improving this workshop are:

- Include information or suggestions on learning how to interact with co-worker.
- Have more sessions--allow for questions posed to presenters and discussion among participants.
- More time.

Feedback for the Pathways staff:

- Wonderful.
- Good.
- Great information/and presenters.
- I enjoyed all information and team collaboration in discussing case scenario, and ideas relevant to service coordination.
- Excellent. I wish you were presenting at the EI conference in November.
- Presentation was interesting and relaxed rather than boring lecture type.
- Great training.
- Enjoyed the presentation.

N=33

Please mark the descriptor that most accurately describes your role at this workshop:

 1 Parent 21 Service coordinator 2 Case Manager 5 Supervisor
 8 Other (please specify: Provider, Administrator (3), Program Director, Speech
Pathologist, EI Teacher, EI Liaison)

L PATH2 ALABAMA/MAY98 EVAL SUM WPD

International Parent to Parent Conference
Atlanta, GA. - May 29-June 1, 1998

*Caring for Others Begins with Taking Care of Ourselves:
An Experiential Workshop*

Presenters: Liz Hecht & Ruth Adix
Waisman Center, Univ. of WI - Madison

EVALUATION
n=33

Please circle the appropriate number below:

	Low			High
1. Objectives were clear from the beginning avg=3.69	1	2	3	4
2. Was well organized and used the time effectively avg=3.67	1	2	3	4
3. The concepts/ideas presented were useful and relevant avg=3.6	1	2	3	4
4. Small group discussions were effective avg=3.63	1	2	3	4
5. There was sufficient opportunity to learn from/share ideas with other participants. avg=3.5	1	2	3	4

What information/activity did you find most helpful:

- "Hey, It's Your Life" check list
- Others' comments
- Interacting
- Relaxing to start with
- All was great!!
- All
- All
- Sharing!
- Top 6 things: stresses, tips to help, what I can do
- What am I worried about
- Be able to share together and talk openly
- Sharing with others
- Others share my same feelings

- Elevator meditation
- All activities. Sharing with each other.
- Meditation
- Sharing of ideas.
- The sharing
- All
- Discussing problems and solutions with others.
- Find time for me
- Making a commitment to do 5 things
- All
- Talking to others
- Small group discussions
- Sharing info and techniques

One (or more) good idea(s) I am taking home from this workshop:

- Do something for myself
- Relaxation techniques
- List issues presented and learning to share with others.
- I am okay, no matter my lumps and bruises
- The need to handle stress with relief. Bubble bath w/candles
- Delegation
- Delegation strategies
- Sharing responsibility
- Remember to use what I already know
- Ideas for bringing relaxing thoughts into every day life.
- Books on tape. Get message.
- Good ideas on how to relax
- To make time for myself.
- Do more delegating
- To put myself first once in a while
- Delegate
- To have someone follow up on my commitments
- Everything very interesting. My first workshop.
- Take more time for myself.
- The stress relief ideas.
- Help people take time for themselves.

My suggestions for improving this workshop are:

- Larger space, more time
- Get a larger room, and longer time for presentation
- None

- Get a bigger room, have a repeated session.
- Repeat session. Don't use chairs, sit on floor and stretch and relax
- More space
- Give more ways and ideas to relieve stresses
- Larger room
- More time and space
- Bigger room
- Allow for more people every time.
- More time
- Don't have any
- More space! Larger room
- Bigger room
- More space
- Larger room.
- Larger room
- It was great. Very interactive. Needed more time and more room.
- A bigger room next time
- Request bigger room
- More space and possibly a little more time for you.

Feedback for the presenters:

- Excellent and personable.
- Great, great, great--need more of
- Great job! Very well done!
- Great job.
- This is a great topic! Fight for more space if you have to!!
- Keep up the good work
- Need bigger room
- Make sure you get a bigger room. This is an important topic.
- Excellent
- Presented very well
- Great workshop. All parents need to share this info.

Please mark the descriptor that most accurately describes your role at this workshop:

26 Parent 1 Service coordinator 6 Service Provider 0 Supervisor
2 Other (please specify: • Grandparent)
 • Professional without service provision

Additional evaluation sheets summarized using conference evaluation format. Note, rating scale changes from a 4 point scale to a five point scale. Two different forms used due to unexpected high attendance and running out of other evaluation forms:

**1998 International Parent to Parent Conference
Session Evaluation Form**

*Caring for others Begins with Taking Care of Ourselves:
An Experiential Workshop*

1=strongly disagree	3=neither agree nor disagree	5=strongly agree
	n=10	

The speaker communicated effectively	avg=4.9
Handouts were used effectively	avg=4.1
Participants felt free to ask questions	avg=4.8
The speakers were well informed and knowledgeable	avg=4.9
The speakers were prepared and well organized	avg=4.5
The session helped me professionally	avg=4
The session helped me personally	avg=4.8
The speakers maintained my interest	avg=4.9

Additional Comments:

- Larger room
- Excellent
- Would have been useful to have enough handouts.
- We should have had a larger room and a longer session.
- Excellent--needed more room

Next Steps - Help Us Plan

An evaluation of the Series on Service Coordination indicated that participants have been pleased with the series and want the meetings to continue. The time and place was comfortable for those that responded. The group did indicate that they would like to meet less frequently. Most people preferred every other month.

We would like to reconstitute a planning committee to look at the schedule for the fall and to plan topics of interest. To help us in this task we are asking you to take a few minutes to fill out the attached survey.

In what ways have the service coordination meetings been useful to you?

- Networking opportunities are great. Wonderful forum for timely issues like W-2.
- This is the only one I've attended. I came because of the topic. Today was excellent.
- Sharing knowledge - somewhat useful.
- Networking - brainstorming - educating new arising issues.
- This is the first meeting I have been able to attend. I feel it was very helpful on an important issue like W-2. It is important to get together with other counties and programs to find out what issues they are facing with families and new laws being passed.
- This is my first meeting. I am new to service coordination. The insights I gained on W-2 are very helpful.
- Very informative. A good networking opportunity. Beneficial.
- Informative; new information helps agency plan for future needs of clients.
- Updated information. I was very sad that I was unable to attend the two previous sessions. I would like to get meeting summaries.
- I only attended the W-2 session, but found it very helpful and thought provoking. Other W-2 sessions I've attending only touched briefly the B-3 area.
- Good format. Very knowledgeable speaker.
- Keeps us informed on upcoming changes in the way we as service coordinators need to relate to families.
- This is the first one I've attended and I've found it very informative.

What suggestions do you have for the content or format of future meetings?

- This was wonderful on W-2. I would like to see future meetings help keep us up to date on impact of W-2 and how B-3 can help families cope.
- Continued updates on constantly changing policies in the system.
- Daycare for special needs children. Are daycare centers willing to take these children? Do we need to open new daycare centers? Fee schedule??? What is happening?
- Special needs daycares. How W-2 is going to effect different counties.
- Continued updating is helpful to share with agency.
- Perhaps looking at developing steering committee approaches for community development of programs/supports (interagencies).
- Great time, place, duration for my schedule.
- Continue PFP and W-2. What are ways we can better keep track of the status of successes and failures with W-2.
- HMO changes - format was fine as is.

Other comments or suggestions.

- Meredith's last presentation (June 11) was too basic - at least for social workers. I had hoped for a lot more from this session regarding model IFSP's, etc. from different agencies.
- Updates on medical coverages.
- Very good time for meeting (two hours is excellent).
- It is confusing at times to be involved in county/agency groups where needs are so diverse. I would suggest opportunities for agencies with similar needs to be gained together so issues are more relative to more people. W-2 managed care is a classic example.
- Very helpful, just starting HMO - MA in Racine County.
- Training for service coordinators with W-2 cases. Daycare?? B-3 increasing span of services. How can we know what ways our program needs to change.
- I continue to receive more and more information about W-2 and PFP. It is good to be able to meet with other counties.

Evaluation

Supervision Meeting June 2, 1998

Yahara Center

N=19

Sponsored by: Portage Project, Pathways, and WPDP

Please rate your experience today:		1 - Poor		4 - Excellent	
Physical Comfort	1	2	3	4	
n=19 avg=3.78					
Location	1	2	3	4	
n=19 avg=3.68					
Psychological Comfort	1	2	3	4	
n=18 avg=3.61					
Overall Usefulness	1	2	3	4	
n=19 avg=3.42					

Comments:

- I believe that while this particular meeting was not as technically helpful as it could have been, it was an absolutely necessary step toward starting a self-perpetuating group that will prove helpful in the future--Thank you.
- Madison is always a long way to drive for some of the population
- Good day
- After the meeting today I will feel a sense of loss, for I've seen what I'm missing in my work--peer support.
- I think it was interesting and worthwhile
- High comfort level!
- I found this to be worthwhile
- Nice job! Great idea!
- I think the idea of supervisory meetings is very important to the direction of the State's B-3 program.
- Appreciate the flexibility in listening, then switching gears for the p.m. program.
- The atmosphere was friendly, inviting, and energizing--Room size good, good lighting, good and comfortable temperature.

How will your participation in today's activities affect your work as a supervisor?

- Lots of self reflection into what I do that helps the team process and what I do that may be holding us back
- Hopefully set up contracts
- A day like today is consciousness-raising and energizing, so I can be more intentional in my supervision.
- I enjoy hearing and sharing with other supervisors. It's helpful to know others have the same issues and concerns.
- Unsure
- Little direct effect
- Help develop networking--develop new professional relationship
- Gives me a network of other folks to work with.
It will remind me of my connectedness to others in my role and my work
- Received some ideas for higher effectiveness.
- Gave me food for thought and a plan for change in a problem area
- It gave me lots to think about!
- Greater appreciation for the fact that my experience (struggles, accomplishments, challenges) mirror colleagues around the state.
- Know people to call for support
- I feel more supported in what I do because of this opportunity to network.
- I have new ideas to try and renewed commitment to developing/maintaining awareness of support.

What were your favorite parts of the day? Why?

- Networking--new faces very energizing
- Talking--hearing other's concerns. Lets you know you're not alone in your troubles.
- Talking in small groups. Everyone had a chance for input.
- Talking and strategizing with peers, since I don't have a lot of opportunities to touch base.
- Finding others who want to continue some sort of supportive activities.
- Talking in the morning with others at my table. The journey discussion led to discussions on common concerns and solutions
- Stories about the Journey; Individual Program Strategies; Lunch discussion on natural environments.
- Networking
- Mapping out what we are going to do to hear ongoing needs/issues
- Getting to know other "Program supervisors" made me think about things differently.
- Learning from others in a similar role, because it helps to get a different perspective.
- Networking--learning what's happening in other programs
- Getting to know other supervisors a little better
- Morning organizing discussions, though it seemed like things weren't going anywhere it was a good discussion and realization that things are "the same for everyone!"
- Sharing experience--validated my own.
- Exchanging info--listening to other's stories.
- Introductions--specifically the "get to know you" with the table--Network
- Meeting other's in similar roles.
- Opportunities for sharing with other program supervisors.

What would you like to have been different? Why?

- Could be more technically helpful, but not possible with today's events.
- No.
- I liked it that the meeting was changes to meet the group's wishes.
- Speed up the agenda setting--though this group wasn't sure what to expect or how to ask for support.
- I think having fewer facilitators would have been better for me. Sometimes I think it took away from participants speaking.
- More factual info.
- It was fine
- More structured discussion about issues raised. It's fun to talk about our jobs as supervisors, however, it may have been helpful to think about new supervisor issues vs. people doing for a long time.
- More time to address issues at a deeper level.
- Groups to be 6-8
- Perhaps a better idea (more clear) of why we were asked to come.
- More time.
- Record agenda ahead of time and follow it.
- Would have liked the opportunity to have less structure--just more time to troubleshoot.
- I felt it was very good, but I was expecting what had been described in the letter.

Suggestions for future activities:

- Already presented in charts.
- Meet as a large group once a year. Invite others--maybe more DD supervisors/administrators.
- Meeting--develop relationships and support each other.
- Those suggested by full group.
- Program Development
- Let's do this again. Have an agenda, but also time for networking. I think we developed great suggestions as a group.
- Information on models of supervision. Ongoing technical assistance from the state office.
- They're on the board.
- More opportunities to meet on a regular basis.
- Form a statewide or regional group for supervisors.
- Continue on this road together.
- I hope we can meet a few times a year.
- Meet a couple of times a year.
- Per discussion.
- Allow time for people's individual needs to be addressed--maybe forum or roundtable presentations.

Other Comments:

- Thank you.
- Good job!
- It was good to hear the common concerns among the group.